

# **SUNY ONEONTA**

## **CAMPUS CLIMATE REPORT 2009**

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## EXECUTIVE SUMMARY

American colleges and universities are charged with creating an environment characterized by equal access for all students, faculty, and staff regardless of cultural differences, where individuals are not just tolerated but valued. Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction (Rankin & Associates, 2006).

The first Campus Climate Survey Research project was conducted by Rankin and Associates in 2005. During 2006, Dr. Rankin presented the survey results to the campus community. The 2007 Strategic Action Plan on Equity, Diversity, and Inclusion (Goal 1, Objective 3, Strategy A, Initiatives 1 & 2) requires the College to research the Campus Climate on a regular basis using the 2006 Campus Climate Survey by Rankin & Associates as the baseline.

This report provides a summary of the process and the results of the second Campus Climate Survey, including comparisons when possible between 2005 and 2009. Dr. Charlene Christie, Psychology, and Dr. Patricia Frances, Institutional Assessment & Effectiveness, conducted the second Campus Climate Survey Research project during 2009.

The 2009 Campus Climate Survey contained 99 questions and additional space for respondents to provide commentary regarding their experiences. Most of the survey questions were the same as those in the 2005 survey, which served as points of comparison between the two campus climate surveys. A few additional questions were included in the 2009 survey. The answers to most of them were arranged on the 5-point Likert scale. The survey was designed for respondents to provide information about their personal experiences with regard to campus climate matters, their perceptions of the campus climate, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding campus climate matters and concerns on campus. All members of the campus community were invited to participate in the survey, which was conducted with a secure on-line server from October 27, 2009 through November 20, 2009. A total of 1,062 persons participated in the survey, but only 801 provided demographic information, which impacted the data analyses.

The following is a summary of the main findings:

### Perceptions of the Campus Climate

- Eighty-four percent of the respondents indicated that they were comfortable/very comfortable with the campus climate.
- Seventy-seven percent of the respondents indicated that they were comfortable/very comfortable with the climate in their department, division, or office.

- Fifty-nine percent of the student respondents indicated that the classroom climate was welcoming for persons from underrepresented groups.
- Sixty percent of the employee respondents indicated that the workplace climate was welcoming for persons from underrepresented groups.
- Respondents who identified as African American (mean score = 3.53), Native American (mean score = 3.54), and West Indian/Caribbean (mean score = 3.50) reported feeling significantly less comfortable at the College than respondents who identified themselves as Whites and Asians.
- Respondents who identified as having a physical (mean score = 3.65) or cognitive/emotional condition (mean score = 3.75) impacting their major life activities reported feeling significantly less comfortable at the College than respondents without those conditions.
- Fifty-seven percent of LGBTQ and sixty-seven percent of persons of color felt comfortable about being open about their identity.
- Fifty-six percent of students of color and fifty-eight percent of LGBTQ students agreed that the campus climate was welcoming in comparison to seventy-six percent of heterosexual students and seventy-nine percent of white students.

#### Personal Experiences with the Campus Climate

- Eighty percent of respondents did not experience conduct that interfered with their ability to work/learn.
- Seventy-one percent of respondents did not observe or were not made aware of conduct that interfered with others' ability to work/learn.
- Two percent reported having been a victim of sexual assault while at the College.
- 145 respondents personally experienced offensive, hostile, or intimidating conduct:
  - Twelve percent were students;
  - Sixteen percent were staff;
  - Thirty-three percent were faculty; and
  - Thirty-five percent were professional and administrative staff.

#### Knowledge and Perceptions of Institutional Actions

- Fifty- six percent of respondents strongly agree/agree that the President visibly fosters diversity.
- Sixty- four percent of respondents believe that the College values their involvement in diversity initiatives on campus.
- Forty-four percent of respondents suggested including cultural competence/diversity related activities as part of the criteria for hiring and/or performance evaluations for staff, faculty, and administrators.

In addition to the 99 survey questions, respondents could elaborate on specific questions. These include:

1. Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered with your ability to work or learn at SUNY Oneonta? If so, please elaborate.

Fifty-four responses illustrated the experiences contributing to an offensive, hostile, or intimidating working or learning environment. They included age discrimination; bullying in the work place; intolerance due to political ideology or religion; racial, gender, and class biases; people creating schisms on campus; disabilities, and unwelcoming situations in the residential halls.

2. Have you observed or personally been aware of any conduct directed toward a person or group of people on campus that you believe have created an offensive, hostile, or intimidating working or learning environment? If so, please elaborate.

Forty-seven responses stated some of the experiences to which respondents observed or had personally been made aware of a conduct toward a person or group on campus that created an offensive, hostile, or intimidating environment. The experiences included mistreatment from supervisors to supervisees; walking on eggshells; condescending behaviors; jokes/comments about people due to sexual orientation, race, gender; false accusations; and exclusionary behaviors.

3. Are your experiences in the SUNY Oneonta campus community different from those that you experience in the City of Oneonta? If so, how are those experiences different?

Two hundred and eight responses illustrated experiences in SUNY Oneonta compared to experiences in the City of Oneonta. Those experiences included a perception that the College community is more welcoming, one feels safer at the College and there are more opportunities to interact with a greater variation of people, nicer people are at the College. Some of the responses highlighted the symbiotic relation between the campus and the city of Oneonta -- the reinforcement of the good and the not so good; the City of Oneonta reflects diversity differently from the campus (age, and socio-economic diversity), more biases toward people who look different from the majority of City of Oneonta residents; and some city residents do not like students.

The results of the survey will guide the President's Council on Diversity and the Office of Equity and Inclusion, in consultation and/or collaboration with pertinent College entities, in establishing initiatives to address unmet needs and to further working and learning environments based on civility, respect, and solid knowledge, which are at the core of a welcoming and safe campus climate.

## INTRODUCTION

In the United States, higher education is an evolutionary process, which includes slow and gradual change, reversal of directions, and a number of contradictions imbedded in the process (Cress and Sax, 1998). Most institutions of higher education share a common mission, the production and dissemination of knowledge and their success depends to a great extent on their campus climate (Rankin, 2006; Weinstock and Canales, 2006). Throughout the evolution of higher education, creative leaders within national organizations have guided the transformative path of colleges and universities. The Carnegie Foundation and the American Council on Education are among them. In a 1990 report, they suggested that for institutions of higher education to build thriving communities of learning, they must provide environments in which,

. . . intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Rankin and Associates, 2006, p. 1).

Additionally, Parker Palmer further framed the dysfunctional attributes impeding the creation of a thriving community of learning. It “cannot, and will not gather around smallness of mind, tightness of heart, banality of spirit, frenzy masquerading as efficiency, myopic views of reality, faddish techno-babble, obsession with bottom line, or the fear that is masked by arrogance in too many intellectuals’ lives” (Palmer, 2002, p. x).

A community of learning is impacted by several factors including the campus climate. The research on campus climate has identified working definitions:

1. Campus Climate has been defined as behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect (Henry et al., 2011, p. 690).

Campus climate is multidimensional, including perceptions, attitudes, and expectations (Hart and Fellabaum, 2008; and Hutchinson et al., 2008).

2. Campus Racial Climate has been defined as a part of the institutional context that includes campus community members’ attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity, and diversity (Lee, 2010; and Hurtado et al., 2008).

The Campus Racial Climate has four Dimensions: 1. Historical Legacy of Inclusion/Exclusion; 2. Structural Diversity; 3. Psychological Climate; and 4. Behavioral

climate. These four dimensions are influenced by specific institutional domains such as curriculum, policies, and resources (Hurtado et al., 2008).

The purpose of conducting and reporting campus climate research is to generate institutional change. The campus climate mirrors the college/university culture. Members of a college or university community, which has a positive campus climate, tend to feel welcome, respected, and valued. A positive campus climate has three main attributes:

- 1) it is based on mutual respect;
- 2) it is cultivated by dialogue among people with different perspectives and experiences; and
- 3) it is tangible through civil community engagement and interactions

(University of California at Riverside, 2007).

These three attributes provide the foundations for thriving learning and working environments and the expectations that students and employees should have of institutions of higher education.

#### Brief Literature Review

During the last 25 years, a number of colleges and universities have assessed their campus climate. Hart and Fellabaum (2008) in their review of campus climate studies found that 89.6% (n=118) were conducted by internal researchers. In some of these institutions, the first glimpse into the campus climate is one of inclusion. However, the desegregated data indicates that Balkanization continues to be part of the campus cultures. Members of non-majority groups experience isolation and tend to seek people who are similar to themselves to deal with campus environments, especially in the classroom (Texas A&M, 2009; Humphreys, 1999). Students from segregated high schools tend to experience more uncertainty and competition within more diverse campuses which may contribute to Balkanization leading White and underrepresented students to join student organizations which keep the groups apart (Miller and Sujitparapitaya, 2010). Hurtado and colleagues (1998) reported that African American students were more likely to have non-White friends on campus, while White students reported having almost all or all White friends. Additionally, White males reported that stereotypical remarks against non-Whites occurred more often among their college friends. This was not the case for Asian and Latino students who reported having friendships with people from ethnically diverse groups. Also, Blacks and Latinos indicated that they engaged in race and ethnicity discussions more often than Asia and White respondents. Research indicates that persons from diverse racial and ethnic backgrounds enrolled in predominately White institutions described the campus environments as unwelcoming, hostile, and lacking equity (Henry et al., 2011). Additionally, Miller and Sujitparapitaya (2010) found that racial bias did not diminish in racially mixed campuses. The researchers found that campuses that were most racially mixed and those that were predominantly White had the highest rates of the bias behaviors. Hart and Fellubaun (2008, p. 224) summarized the state of campus racial climate by quoting Harper and Hurtado “despite 15 years of racial climate research on multiple campuses, the themes of exclusion, institutional rhetoric rather than actions, and marginality continue to emerge from student voices”.



Campus climate research also revealed that persons identifying as students of color; women; students with disabilities; and lesbian, gay, bisexual, transgender, and queer (LGBTQ) students are more likely than students who do not belong to these groups drop out or transfer due to a chilling campus climate which is reflected on acts of discrimination, hostility, and alienation (Miller and Sujitparapitaya, 2010; Hutchison et. al, 2008). Rankin and Colleagues (2010) conducted the most comprehensive national research study on the Lesbian, Gay, Bisexual, Transgender, Questioning, and Queer (LGBTQQ) people. The study found LGBTQQ students experiencing significantly greater harassment and discrimination than their heterosexual allies. Similarly respondents who identified as transmasculine, transfeminine, and gender non-conforming experienced significantly higher rates of harassment than women and men. They also perceived the campus climate more negatively than women and men. This study also found that LGBTQ respondents of Color identified race as the basis for harassment and also indicated racial profiling as a form of harassment compared to White respondents. Also, LGBTQ respondents of Color were less likely to feel very comfortable or comfortable in their classes. Gay respondents were most often targets of derogatory remarks and lesbian respondents experienced being ignored or excluded, while queer student respondents were most often stared at, ignored or singled out as resident authority due to their identity. Both Queer and Bisexual respondents were less likely to feel very comfortable or comfortable in the departments/office where they worked. Likewise, lesbian and queer student respondents were less likely to feel very comfortable or comfortable in the classroom climate. The overall results of the study evidenced a chilly campus climate for LGBTQ persons, including high rates of harassment, lack of safety, and inconsistency in policy inclusiveness.

Women have not been isolated from experiencing a chilly campus climate. Most of the studies focused on the classroom experience and on differences in salaries and teaching loads for women and men in the academy (Hart and Fellabum, 2008). Despite the fact that undergraduate women outnumber men, gender inequality continues, especially for women with multiple marginal identities. Sexism at the individual, interpersonal, and institutional levels impacts all women. The campus climate at the same institution can be experienced very differently among women of different races/ethnicities, ages, socioeconomic statuses, abilities, and religions (Vaccaro, 2010). During 2008, the National Academy of Science, Committee on Women in Science and Engineering, compiled campus climate studies from multiple universities within the United States ([http://sites.nationalacademies.org/PGA/cwsem/PGA\\_045079](http://sites.nationalacademies.org/PGA/cwsem/PGA_045079)). This compilation offers a glimpse into a great variation of what institutions posted in relation to their campus climate. Additionally, some institutions provide a good cross sectional analyses of their campus climate, while others do not have their links active, including those in New York State. Vaccaro (2010) provides a review of the campus climate literature addressing the microaggressions experienced by women with multiple identities ([http://www.aacu.org/ocww/volume39\\_2/feature.cfm?section=1](http://www.aacu.org/ocww/volume39_2/feature.cfm?section=1)).

In addressing campus climate, some researchers have focused on climate and group attitudes toward each other. Positive diversity attitudes have been associated with organizational performance, job and career satisfaction (Lauring and Selmer, 2011). Chang and colleagues (2006) also found that students who attended institutions with positive race relations benefited beyond their own personal interactions across races. The students' knowledge and competence were the foundations to accept people from

cultures/races that were not their own as they graduated college (Chang et al., 2006; Jayakumar U., 2008). Engberg (2007) also found that positive cross-racial interactions across disciplinary contexts were associated to intergroup learning and pluralistic approaches among students. Creating positive interactions within groups across the institution is one of the most powerful ways to create a welcoming campus climate. These positive interactions occur by breaking down stereotypes, addressing acts of intolerance, sharing different perspectives, and modeling civil and respectful discourse (Zuñiga et al., 2007). Positive attitudes toward diversity will set roots by intentionally addressing the isms contributing to a chilly campus climate experience, especially for people with multiple social identities. The whole campus must be involved in creating a welcoming and safe campus climate including the classroom, residential living, and the workplace environments.

In summary, most of the campus climate literature validates the fact that in higher education acceptance, appreciation, and inclusion are values being embraced symbolically but in praxis, necessary cultural transformations and behavioral changes are not in parity with institutional, national, and global expectations and commitments. Moreover, a healthy campus climate belongs to all the constituencies within the institution and a cadre of leadership must work together in sustaining it.

## BACKGROUND

### Methodology

The first Campus Climate Survey at SUNY Oneonta was administered in Fall 2005, by Rankin & Associates Consulting and the second one conducted in November 2009, by the Office of Institutional Assessment and Effectiveness. These surveys were intended to:

- Provide ongoing data on the campus climate, especially across time, and use information to guide programs and services
- Determine the extent to which climate may have changed between 2005 and 2009, particularly given the implementation of multiple diversity initiatives since 2005

#### Framing the Campus Climate Survey for SUNY Oneonta

The Campus Climate Survey has been framed by the following definition of diversity; the values and vision of the College; role of diversity in the College's Strategic Plan; and the College Diversity Statement.

#### Definition of Diversity

Diversity is the mosaic of people who bring a variety of backgrounds, styles, perspectives, values, abilities and beliefs as assets to the groups and organizations to which they belong.

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#### SUNY Oneonta Values and Vision

- One of Six Core Values
  - The College aspires to be *an inclusive community*.
  - One of Five Stated Objectives in the Vision Statement
  - The College strives to be a leader in *building an increasingly diverse, welcoming, and inclusive campus community*.

#### The Role of Diversity in the College's Strategic Plan

##### Goal 4

Demonstrate a strong and public commitment to a diverse and inclusive campus community by continuing to implement the Strategic Action Plan on Equity, Diversity, and Inclusion.

## Objectives

- 4.1 Increase recruitment of underrepresented students by building recruiting networks where they reside with the aim of having the College's student population reflect the diverse population of New York State.
- 4.2 Promote interdisciplinary conversations to address the relative absence of AALANA and other underrepresented faculty, and develop support and incentives for academic departments to facilitate their hiring of AALANA and other underrepresented faculty.
- 4.3 Establish a demonstrative and bold campaign each semester to inform members of the campus community about the policies and judicial procedures for perpetrators of discrimination, harassment, and bullying in order to promote accountability for a safe and welcoming campus environment.
- 4.4 Enhance coordination of initiatives, offices, and programs charged with diversity and inclusion-related work.

## The College Diversity Statement

The College at Oneonta is an academic community that values diversity. Diversity at the College is an inclusive term that encompasses race and ethnicity, nationality, religion, gender, sexual orientation, age, ability, economic status, and other aspects of identity.

As a campus community, we believe that every individual is important in a unique way and adds to the overall quality of the institution. We are committed to recruiting and retaining diverse faculty, staff, and students, and to fostering a learning environment which draws strength from, celebrates, and honors diversity. We strive to eliminate prejudice and discrimination; to respect the dignity of all persons; and to learn from differences in people, ideas, and opinions. Approved by the President's Cabinet, December 2004

The College aspires to be a welcoming and safe campus to its constituencies as indicated within the above separate but interrelated understandings and approaches to diversity.

## **Campus Climate Survey: Instrument, Administration, and Sample Demographics**

### 2009 Survey Instrument

- ◆ Final instrument
  - ✓ 99 questions and additional space for respondents to provide comments
  - ✓ Answers to many items arranged on 5-point Likert scale
  - ✓ Significant overlap with 2005 instrument
  - ✓ On-line administration primarily, with only two paper surveys submitted

## Administration

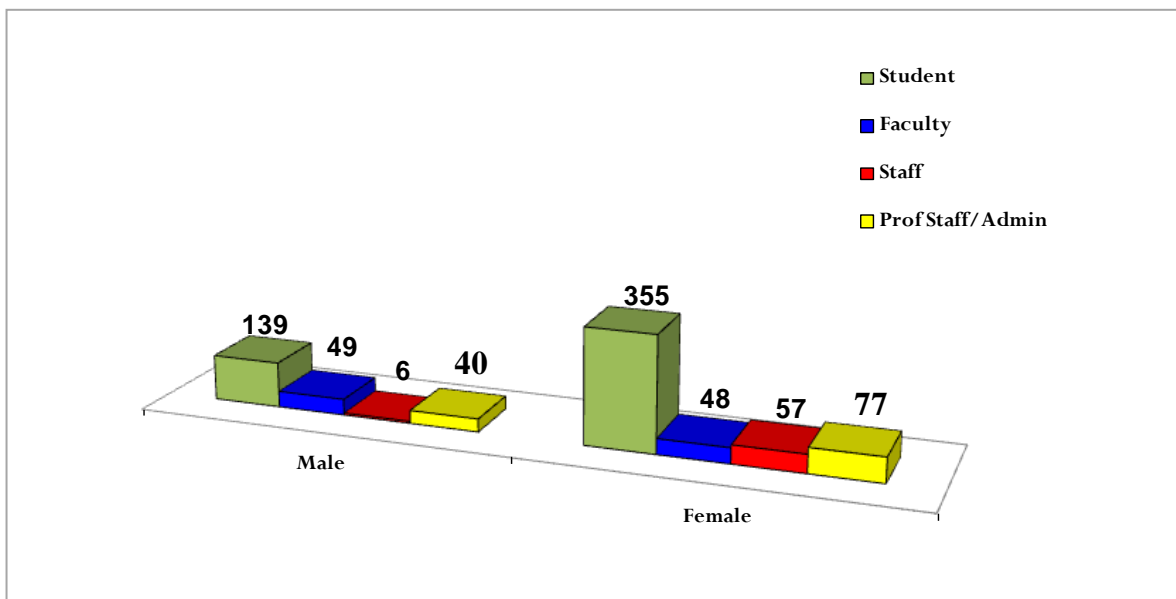
This section describes the survey sample and presents results examining respondents' perceptions of climate at SUNY Oneonta, their personal experiences at SUNY Oneonta, and their knowledge and perceptions of institutional actions, including policies, programs, and initiatives addressing diversity and climate concerns at the College.

## Sample

All members of the SUNY Oneonta community were invited to participate and a total of 1,062 responded to the survey. A total of 801 (75%) of the respondents self-identified themselves into at least one of the demographic categories included on the survey.

The following summarizes the demographic profile of the survey respondents: the majority of the survey respondents were female (69%) (Figure 1); heterosexual (92%) (Figure 2); most student respondents were traditional college age (18 to 22 years of age) (Figure 3); the average age for employees was 29.4 years (Figure 4); and most respondents were white (86%) (Figure 5 – Figure 6). Figure 7 represents the respondents' spiritual affiliation or no affiliation; and Figure 8 represents the number of respondents with conditions that substantially affect a major life activity. Figure 9 represents the number of respondents by position at the College. Other salient characteristics of the survey respondents are presented in Figures 10 to 13 and Tables 1 and 2.

**Figure 1 - Number Respondents by Gender and Position**



Note: Due to the small number of graduate student respondents, all students were combined for subsequent analyses.

Figure 2 - Number of Respondents by Sexual Orientation and Position

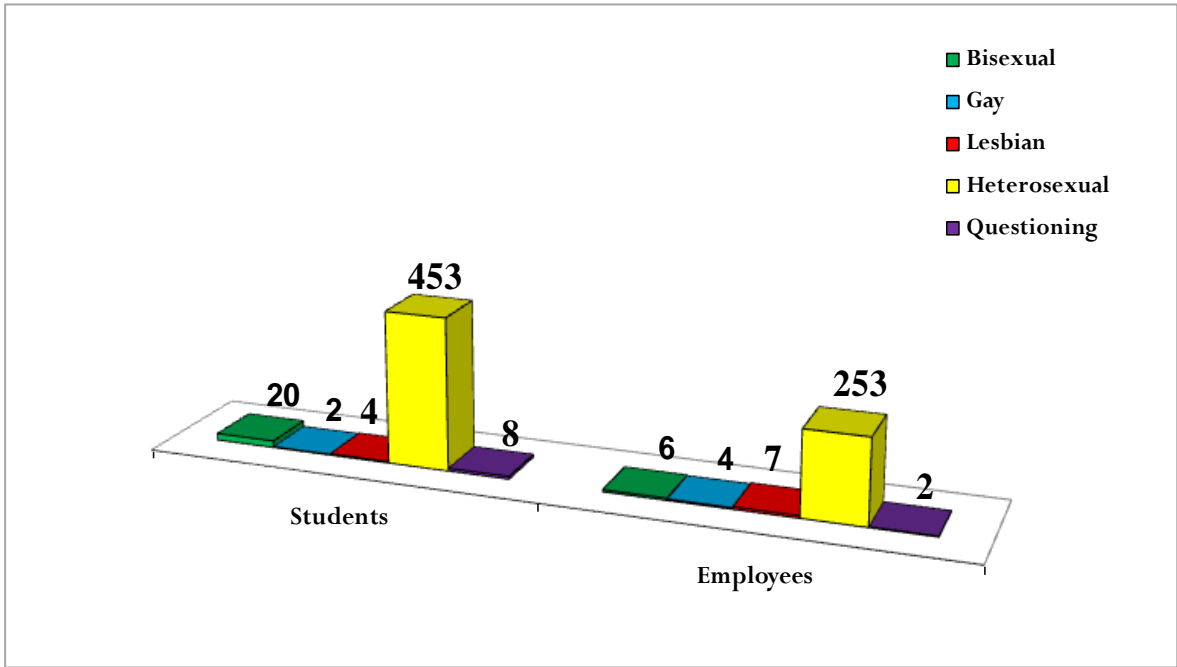


Figure 3 - Number of Student Respondents by Age

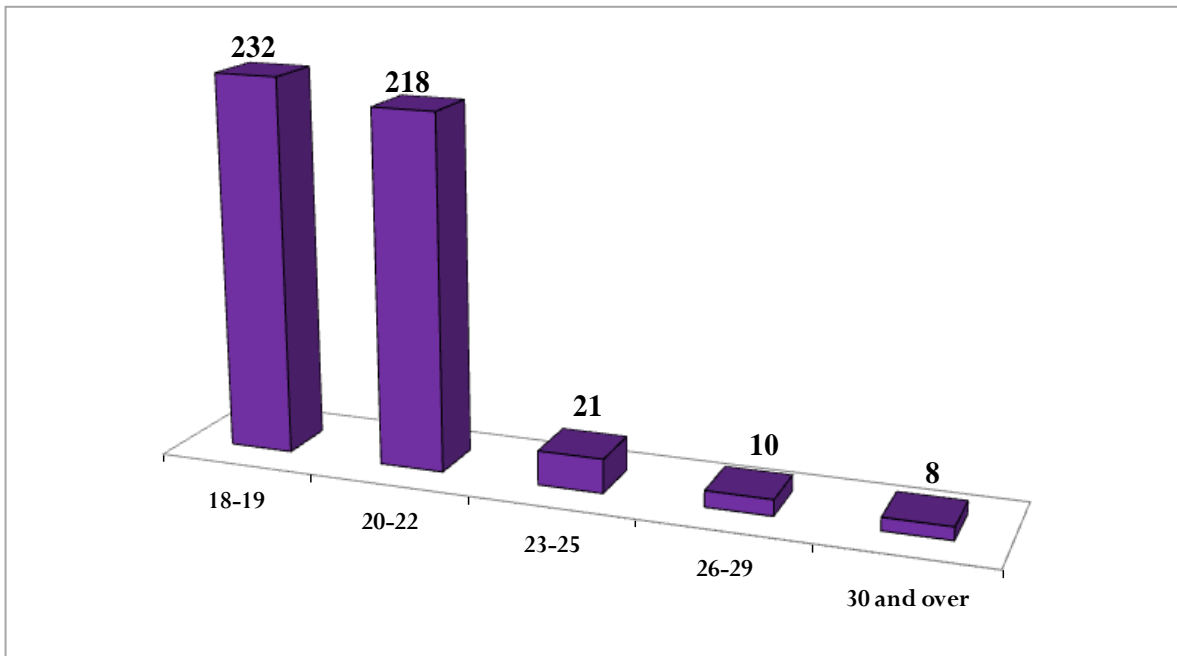


Figure 4 - Number of Employee Respondents by Age

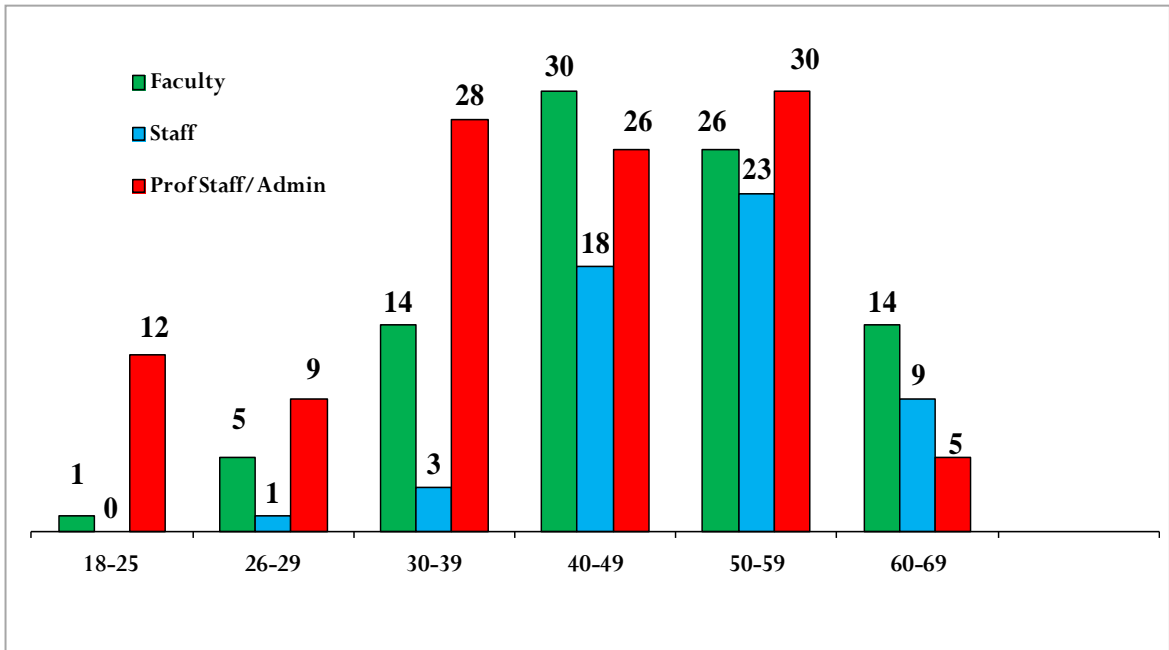
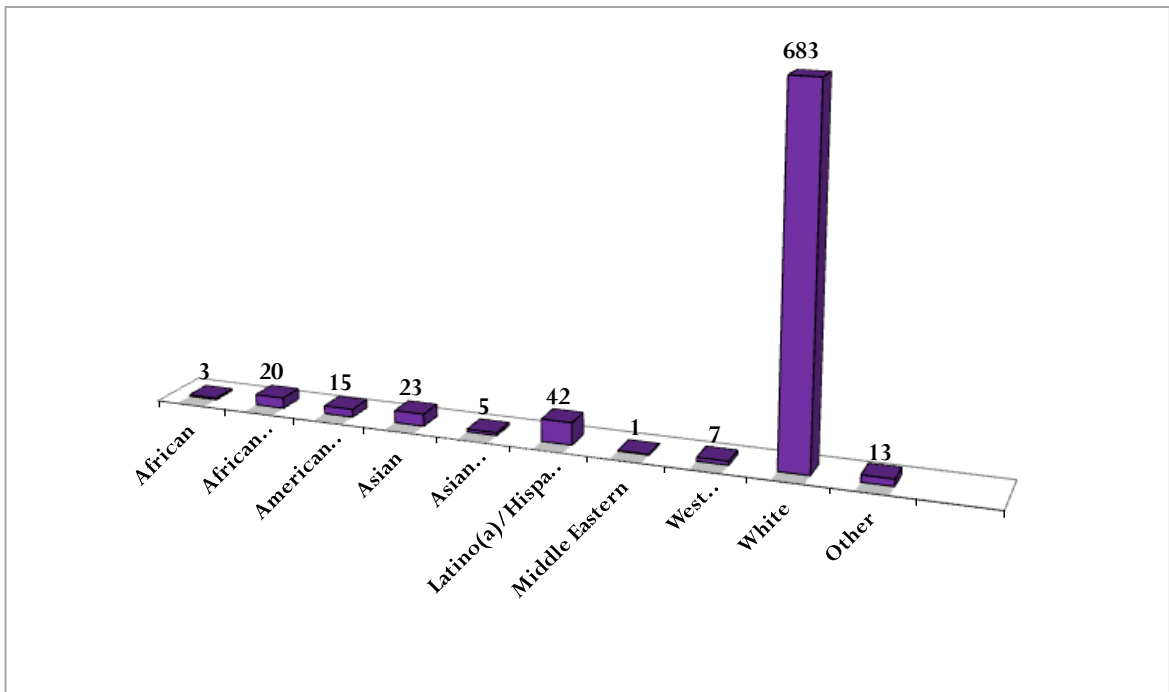
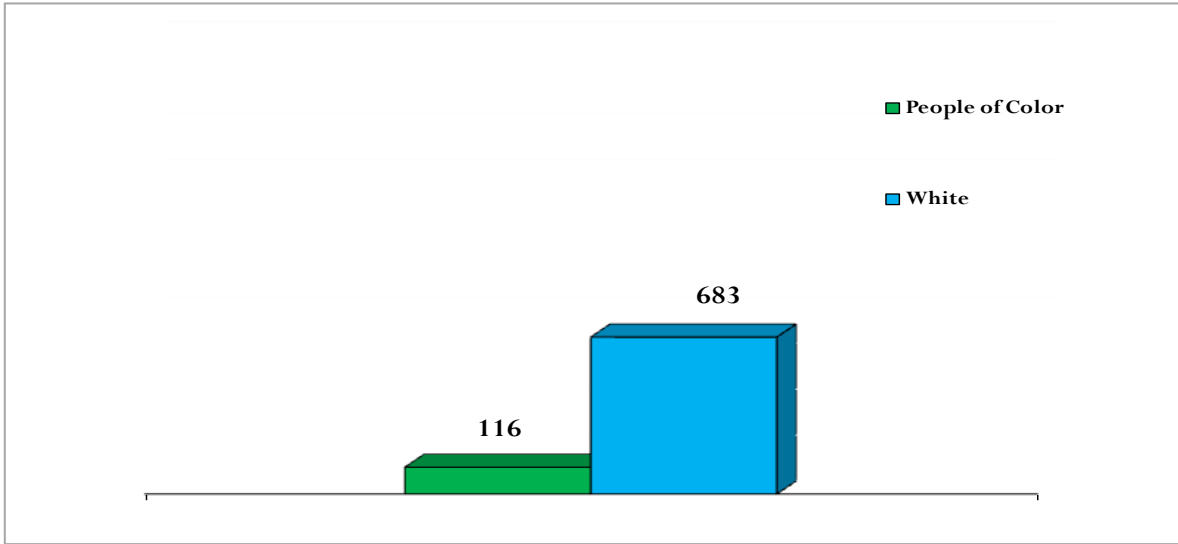


Figure 5 - Number of Respondents' Racial & Ethnic Identity



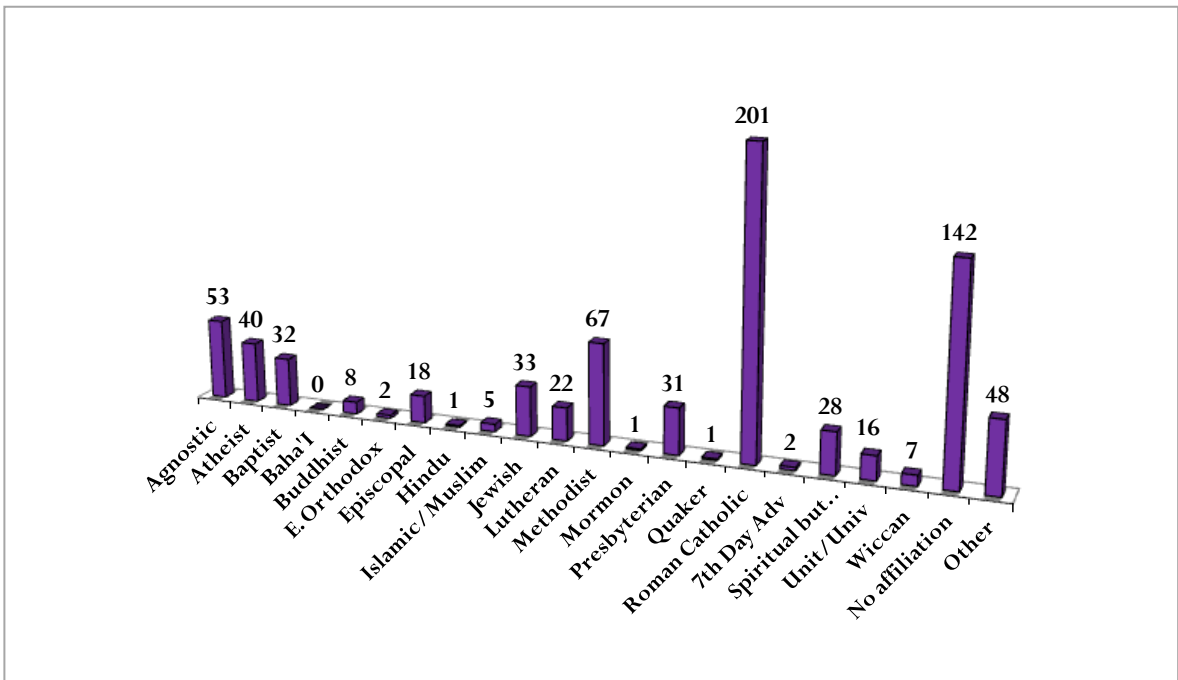
Note: Due to the small numbers in most racial/ethnic categories, subsequent analyses primarily combined those individuals into the category People of Color.

**Figure 6 - Number of White Respondents and People of Color**



Note: Respondents had the opportunity to classify themselves into more than one racial/ethnic category.

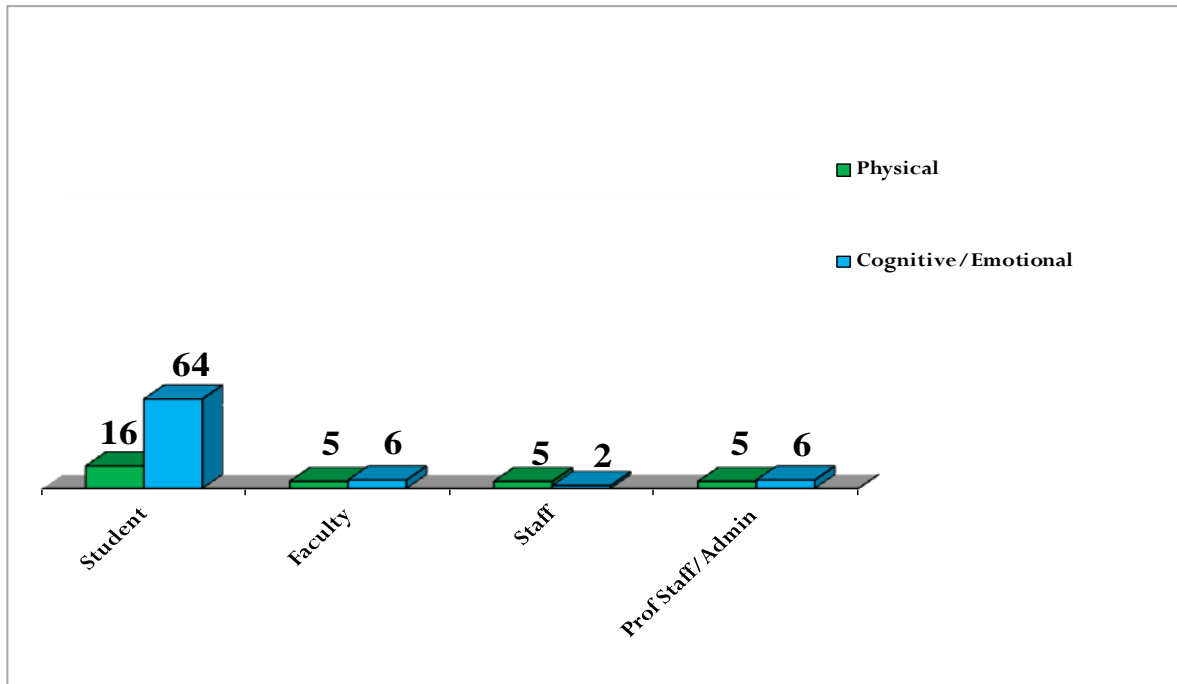
**Figure 7 -: Number of Respondents by Spiritual Affiliation or no Affiliation**



The larger percent (27%) of respondents identified themselves as Roman Catholic, followed by 26% Christian non-Catholic, 19% no affiliation, 7% agnostic, and 5% atheist.

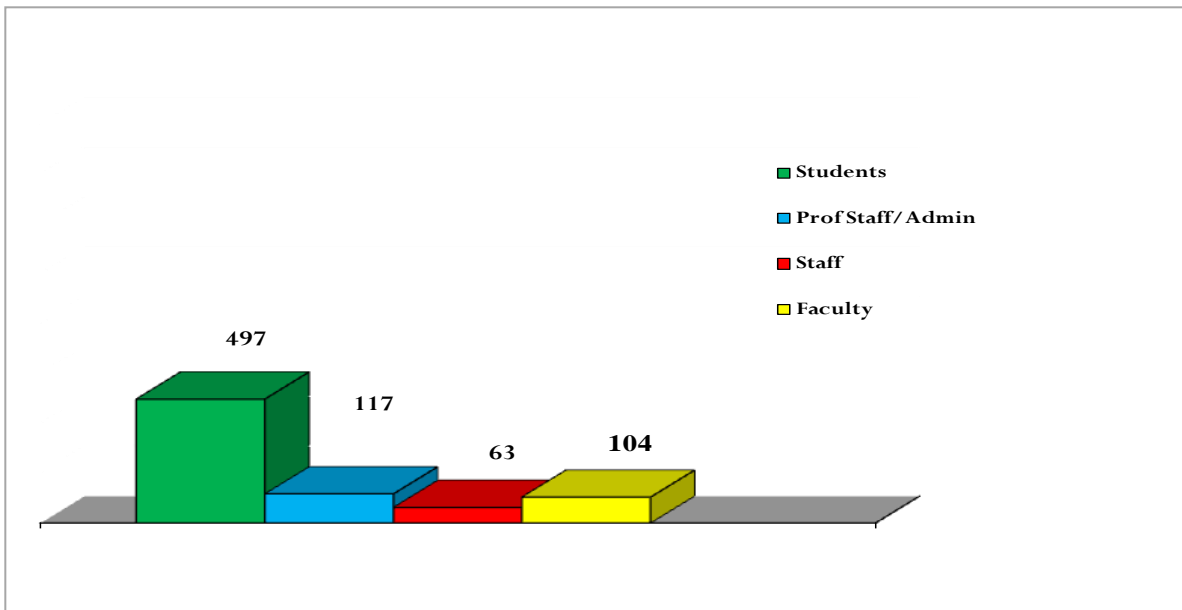


**Figure 8 - Number of Respondents with Conditions that Substantially Affect a Major Life Activity**



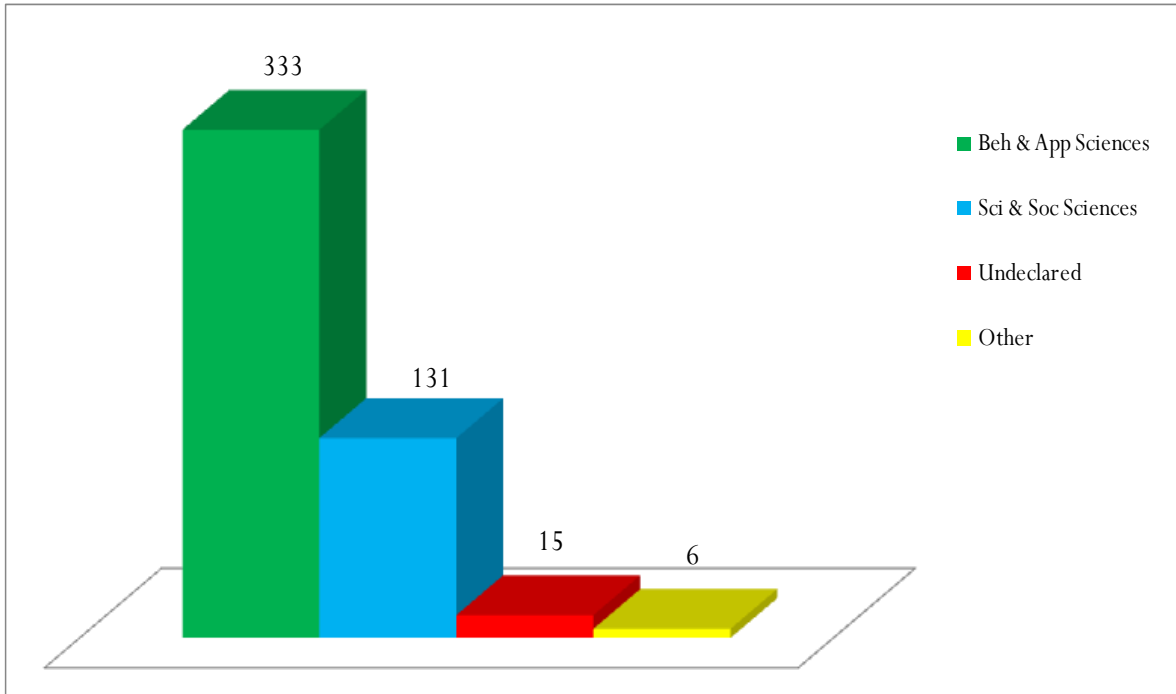
Ten percent of respondents reported living with a cognitive or emotional condition and four percent with a physical condition, which affected a major life activity.

**Figure 9 - Number of Respondents by Position at the College**

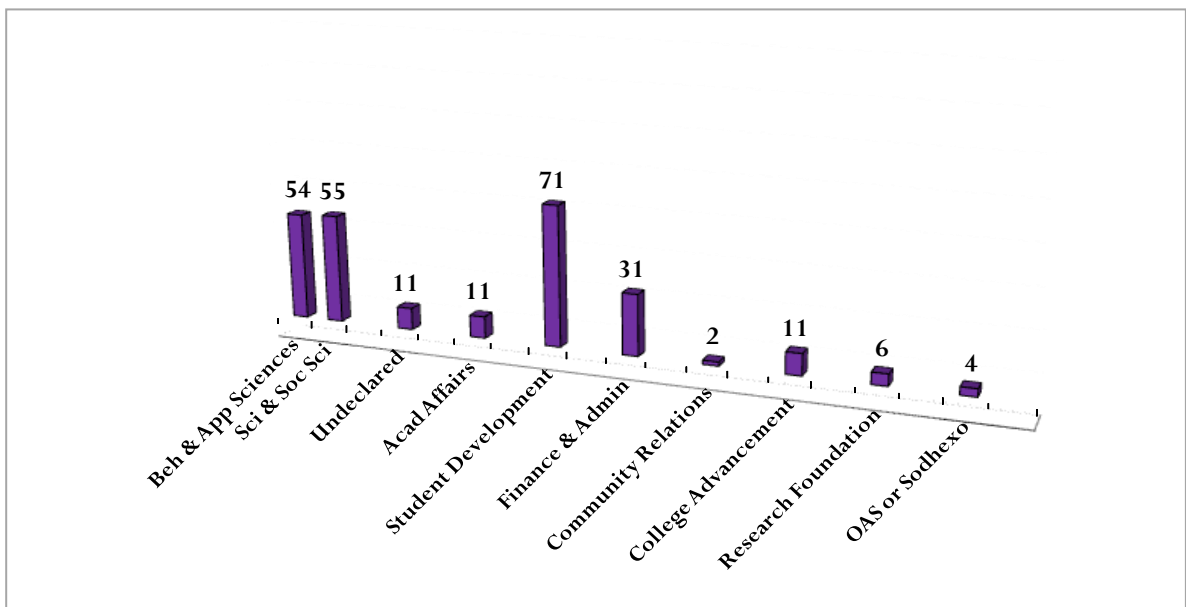


Seven hundred and eighty one respondents identified their position at the College. Sixty-four percent were students, while fifteen percent were professional staff/administrators, thirteen percent faculty, and eight percent staff.

**Figure 10 – Number of Student Respondents by Division**



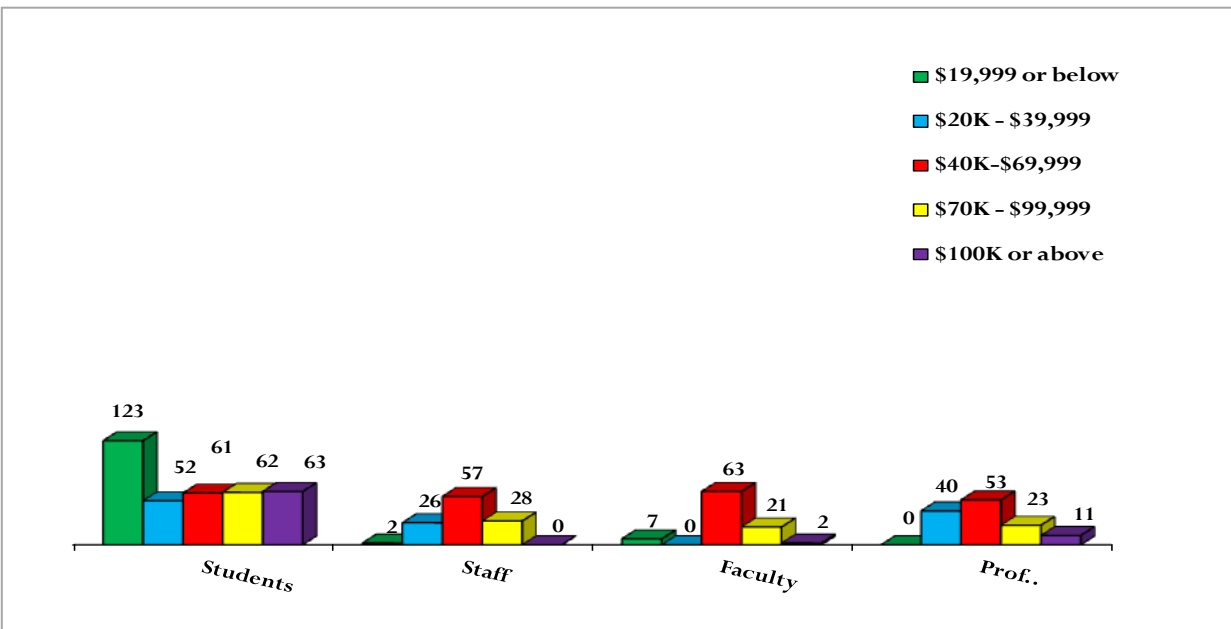
**Figure 11 – Number of Employee Respondents by Department/Unit**



**Table 1 – Student Residence**

<b>Residence</b>	<b>%</b>	<b>n</b>
Residence Hall	69	344
Off campus	22	111
Off campus – with partner or spouse	4	19
Off campus – with parent(s)/family/relative(s)	5	25

**Figure 12 – Income by Position (n)**



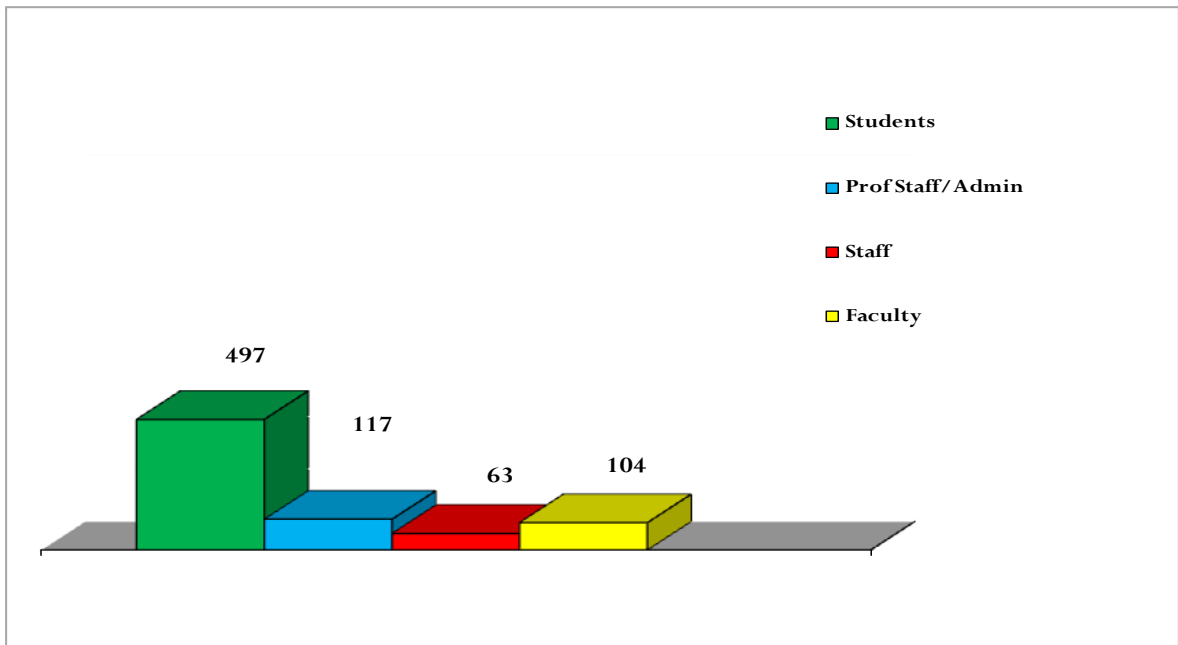
Note: Dependent student respondents reported family income

**Table 2 - Income Level for Students and Employee Groups (%)**

Income Level	Students	Classified Staff	Faculty	Professional Staff/ Administrators
\$19,999 or below	34.1	1.8	7.5	0
\$20K - \$39,999	14.4	23	0	31.5
\$40K - \$69,999	16.9	50.4	67.7	41.2
\$70K - \$99,999	17.2	24.8	22.6	18.1
\$100K or above	17.4	0	2.2	8.7

One third of the student respondents reported they have an annual income of less than \$20,000.00. Over half of the classified employee respondents' annual income was between \$40,000.00 and \$69,000.00. Forty-one percent of professional staff/administrator respondents reported an income level between \$40,000.00 and \$69,999.00.

**Figure 13 – Citizenship Status – Students vs. Employees (n)**



The majority of respondents who provided citizenship data were United States citizens (95%).

**Table 3 – Relationship Status Students vs. Employees**

	Students	Employees
<b>Single/Dating</b>	421	47
<b>Partnered</b>	63	34
<b>Married</b>	9	164
<b>Separated</b>	1	7
<b>Divorced</b>	0	19
<b>Partner/Spouse Deceased</b>	0	6

In summary, most of the survey respondents self-identified themselves as white, heterosexual, Christian, without a cognitive or physical condition that substantially affected a major life activity, and were born in the United States.

## SURVEY RESULTS

### Perception of Campus Climate

The multidimensional aspects of the Campus climate include personal experiences (e.g., how is one treated by members of the campus community), perceptions (e.g., how one feels – does one feel welcome and accepted, appreciated and safe); and knowledge of institutional policies and procedures related to diversity and inclusion (e.g., who to seek out when in need; where to go when in doubt or need of support).

This section of the Report compares the 2005 and 2009 Campus Climate Survey results whenever possible (Tables 4 - 7) and focuses on the most salient perceptions of the survey respondents (Figures 14 -19).

**Table 4 – Comfort Aggregate Findings – 2005 vs. 2009**

	<b>% “Comfortable/ Very Comfortable” with Campus Climate</b>	<b>% “Comfortable/Very Comfortable” with Climate in Department/Division/ Office</b>	<b>Mean Overall Comfort Score</b>
2005	85%	83%	4.04 (n=1,713)
2009	84%	77%	3.96 (n=1,062)

Note: Aggregate results are reported using responses from all survey respondents

Respondents’ comfort level with the climate in their departments/division/office declined (2005= mean overall score = 4.04 and 2009= 3.96). The College community strives to build a welcoming campus.

**Table 5 - Aggregate Findings – 2005 vs. 2009 (Cont.)**

	<b>% of Students Who Feel Classroom Climate is Welcoming for People from Under-Represented Groups</b>	<b>% of Employees Who Feel Workplace Climate is Welcoming for People from Under-Represented Groups</b>
2005	72%	66%
2009	59%	60%

The perception of the campus climate that is welcoming for People of Color both in the classroom as well as the workplace declined between 2005 and 2009. These declines (classroom = 59% and workplace = 60%) require intentional actions to transform the campus climate across divisions, departments, and offices.

**Table 6 – Significant Differences in Overall Climate Comfort Scores**

	<b>African American</b>	<b>American Indian</b>	<b>West Indian/ Caribbean</b>	<b>White</b>	<b>Asian</b>
Comfort Score	3.53 (n=12)	3.54 (n=15)	3.50 (n=8)	3.93 (n=657)	4.02 (n=22)

Respondents identifying as West Indian/Caribbean (3.50); African American (3.53), or American Indian, (3.54) reported feeling significantly less comfortable on campus than those identifying as White (3.93) or Asian (4.02), suggesting that special efforts at enhancing the campus climate for those three groups might be warranted.

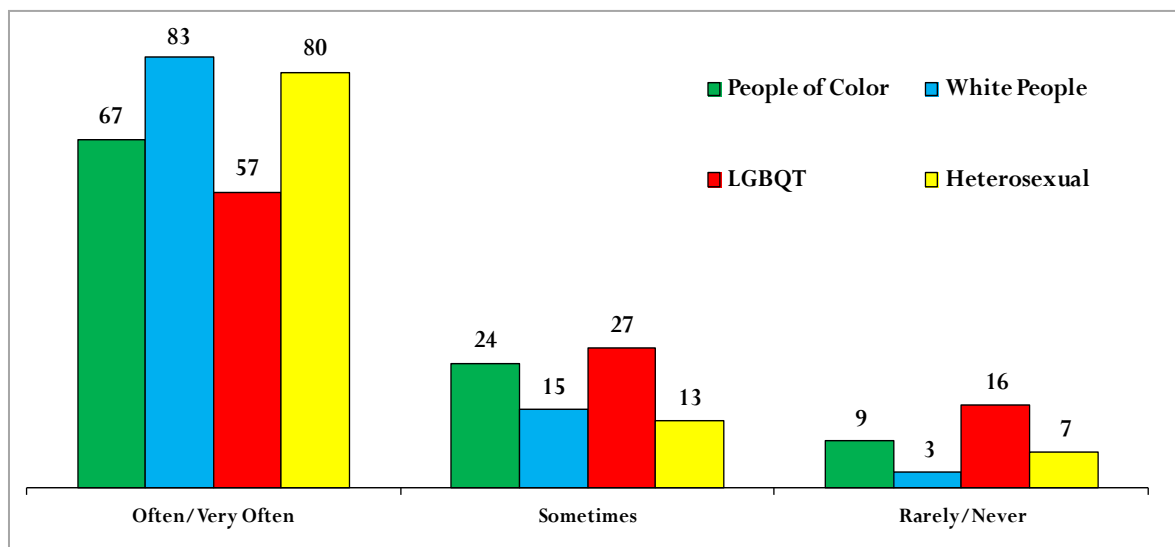
**Table 7 – Significant Differences in Overall Climate Comfort Scores (Cont.)**

	Respondents Reporting Physical Condition	Respondents Without Condition	Respondents Reporting Cognitive/emotional Condition	Respondents Without Condition
Comfort Score	3.65 (n=31)	3.91 (n=770)	3.75 (n=78)	3.91 (n=723)

Respondents who identified as having a physical or cognitive/emotional condition that substantially affects a major life activity reported feeling significantly less comfortable on campus than those without such a condition.

Figures 14 through 19 illustrate respondents’ perceptions of SUNY Oneonta’s campus climate, demonstrating that these perceptions clearly vary based on the different social identify groups to which the respondents belong.

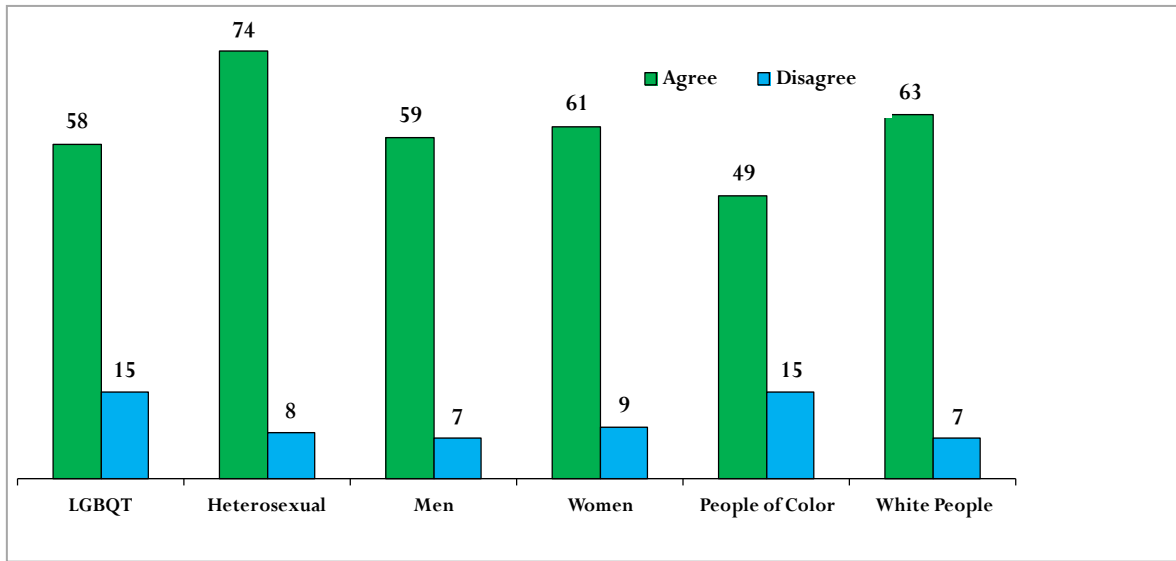
**Figure 14 - Percent Comfortable Being Open About Identity on Campus**



As shown in Figure 14, white people and heterosexuals report themselves to be more comfortable being open about their identity compared to people of color and LGBTQ individuals, respectively.

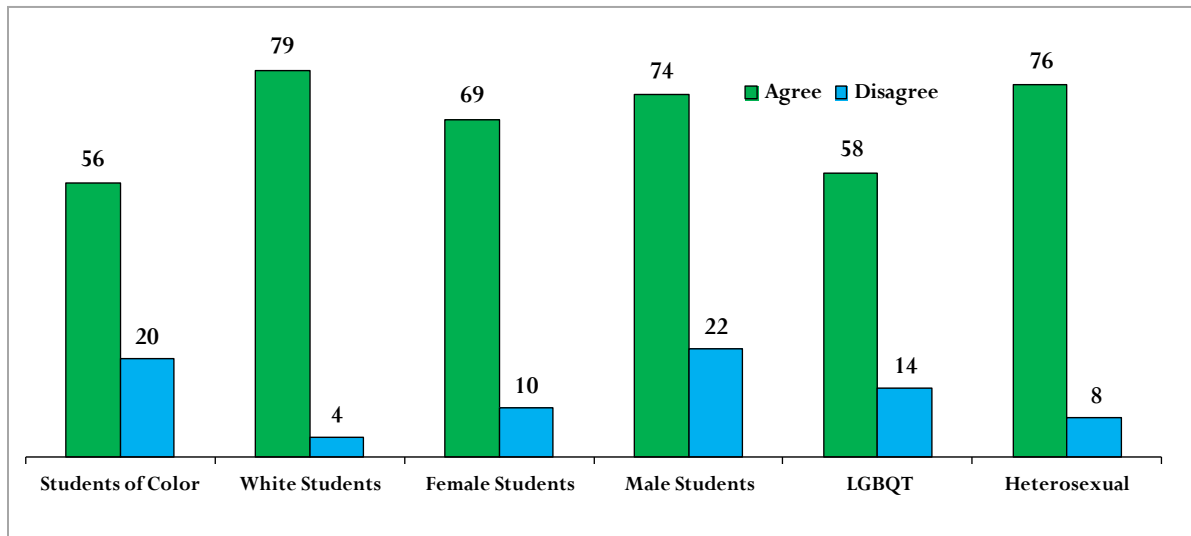


**Figure 15 - Agreement on the Course Content being Inclusive of Difference (%)**



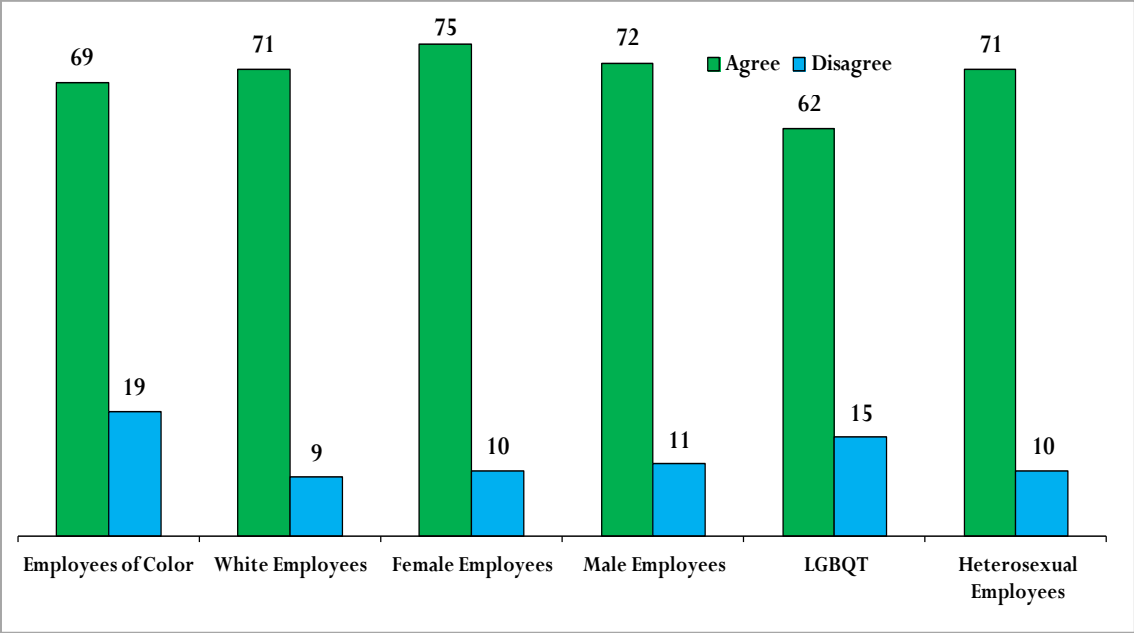
With the exception of heterosexual respondents (74%), low agreement was reported about the course content as being inclusive of perspectives and experiences representing historically underrepresented and marginalized populations. People of Color expressed the lowest agreement (49%), followed by LGBTQ individuals (58%), men (59%), women (61%), and White respondents (63%).

**Figure 16 – Student Agreement that Campus Climate is Welcoming (%)**



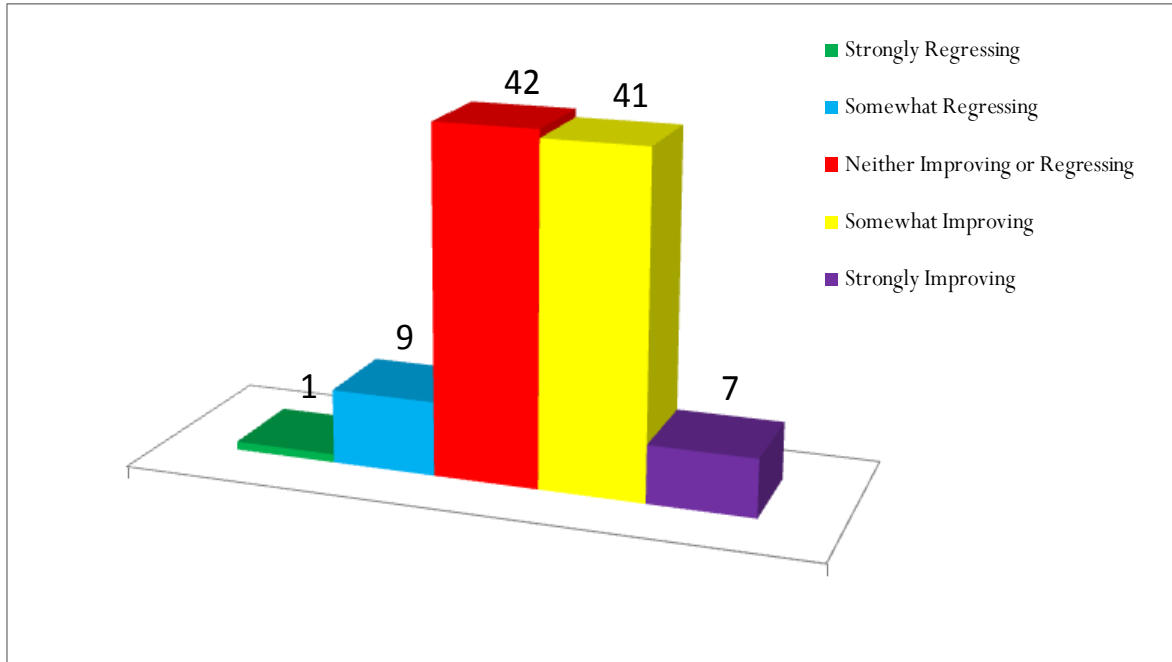
White, heterosexual, and male students agreed that the campus climate was welcoming at SUNY Oneonta. Students of Color, LGBTQ students, and female students found the campus climate less welcoming.

Figure 17 – Employees’ Agreement that Workplace Climate is Welcoming (%)



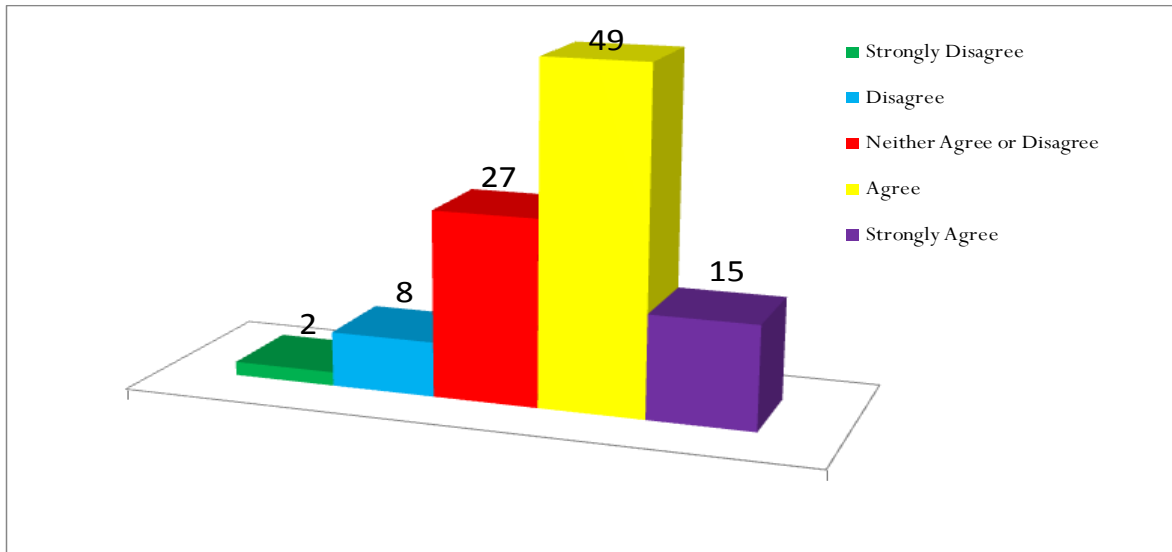
In general, campus employees across identity categories agreed that SUNY Oneonta’s workplace climate is welcoming, with most mean percentage agreement scores exceeding 70%. Exceptions were employees of color (69%) and LGBTQ employees (62%).

**Figure 18- How is the Campus Climate Changing (%)**



When asked to rate the extent to which the campus’ diversity climate had changed over time, most respondents (42%) indicated no changes had occurred. Of those who indicated changes had taken place, 10% said the climate had regressed while 48% said the climate had improved.

**Figure 19 – Belief College Values Involvement in Diversity Initiatives (%)**



In response to the question “Do you believe the College values involvement in diversity initiatives,” a majority of respondents (64%) agreed with this statement while 10% disagreed.

Summary: At first glance, the campus climate appears to be welcoming for most students, faculty, and staff. However, further analyses indicate that the classroom and workplace climates are not as welcoming for students or employees who belong to underrepresented groups; persons with a condition that substantially affects a major life activity, or LGBTQ persons.

### Personal Experiences

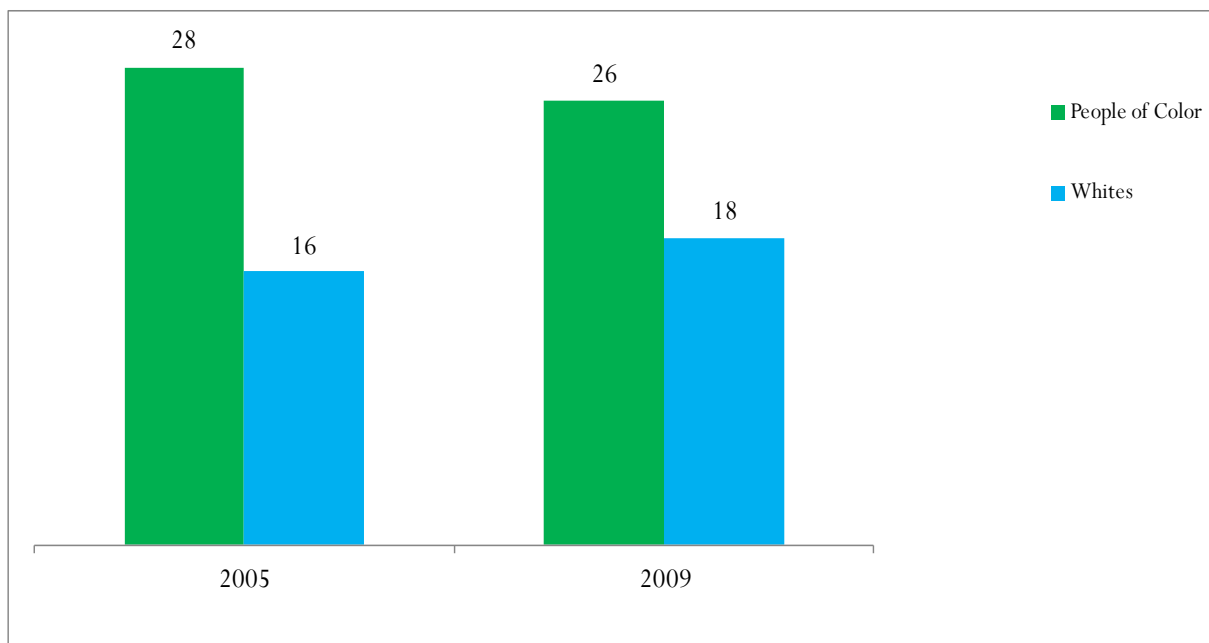
This section explores the campus climate at the College through the respondents’ experiences. Another dimension of the campus climate is the respondents’ observations and awareness of harassment. The experiences are examined in relation to the respondents’ identities and position. When it is possible, comparison data will be provided between the two Campus Climate Surveys conducted in 2005 and 2009 (Table 8 and figures 20-23). Figures 24-29 and Tables 9-11 separate by demographic categories (i.e., race/ethnicity, spirituality, gender, and sexual orientation) and position address the respondents’ experience with incidents or conduct that were offensive, hostile, or intimidating during the 2005 and 2009 surveys. A total of 287 respondents in 2005 and 145 respondents in 2009 reported experiencing an offensive, hostile or intimidating conduct.

**Table 8 - Aggregate Findings – 2005 vs. 2009  
Summary of Experiences**

	<b>% Reporting They Have No Personal Experience With Conduct Interfering With Their Ability to Work/Learn</b>	<b>% Reporting They Have Not Observed or Been Made Aware of Conduct Interfering With Others’ Ability to Work/Learn</b>	<b>% Reporting Having Been the Victim of Sexual Assault While at SUNY Oneonta</b>
2005	82%	68%	3% (n=57)
2009	80%	71%	2% (n=20)

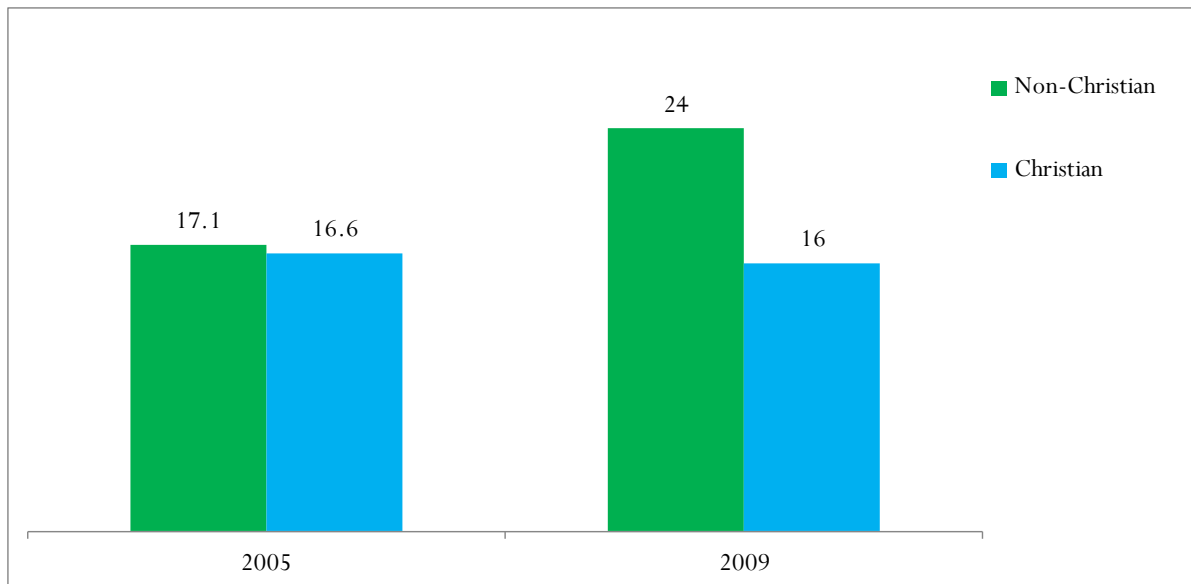
As shown in Table 8, few differences existed between the 2005 and 2009 survey results with respect to percentage of respondents directly experiencing conduct interfering with their ability to learn, being aware of others who had such experiences, or being sexual assault survivors.

**Figure 20 - Aggregate Findings – 2005 vs. 2009 (Cont.)**  
**Personally Experienced Offensive, Hostile, or Intimidating Conduct by Race/Ethnicity (%)**



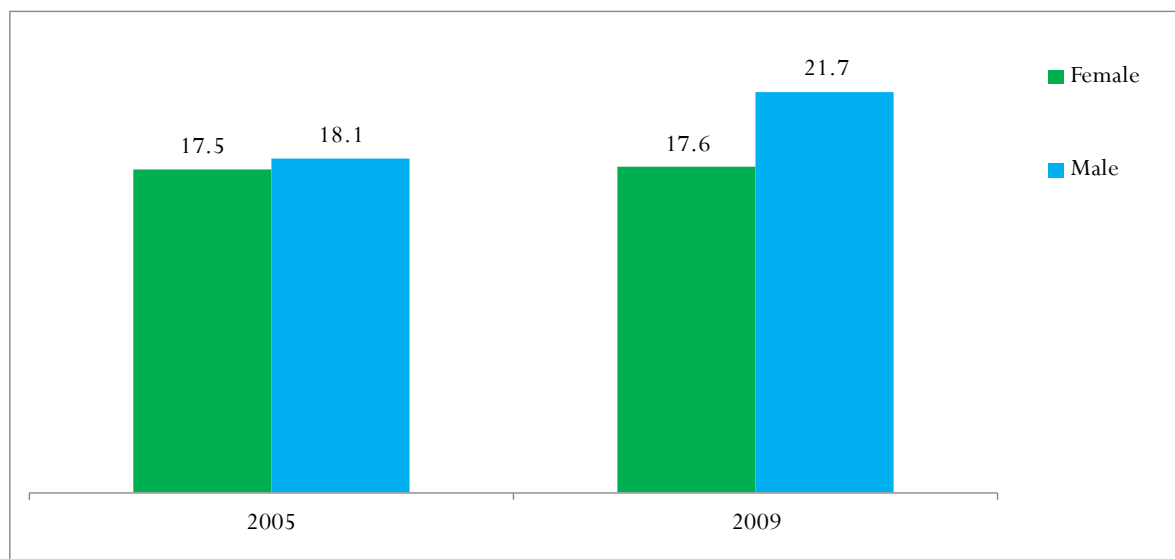
For both 2005 and 2009, there was a higher percentage of People of Color reporting offensive, harassing, or intimidating experiences in comparison to White respondents, but there was no real change in trends across the time periods.

**Figure 21 - Aggregate Findings – 2005 vs. 2009 (Cont.)**  
**Personally Experienced Offensive, Hostile, or Intimidating Conduct by Spirituality (%)**



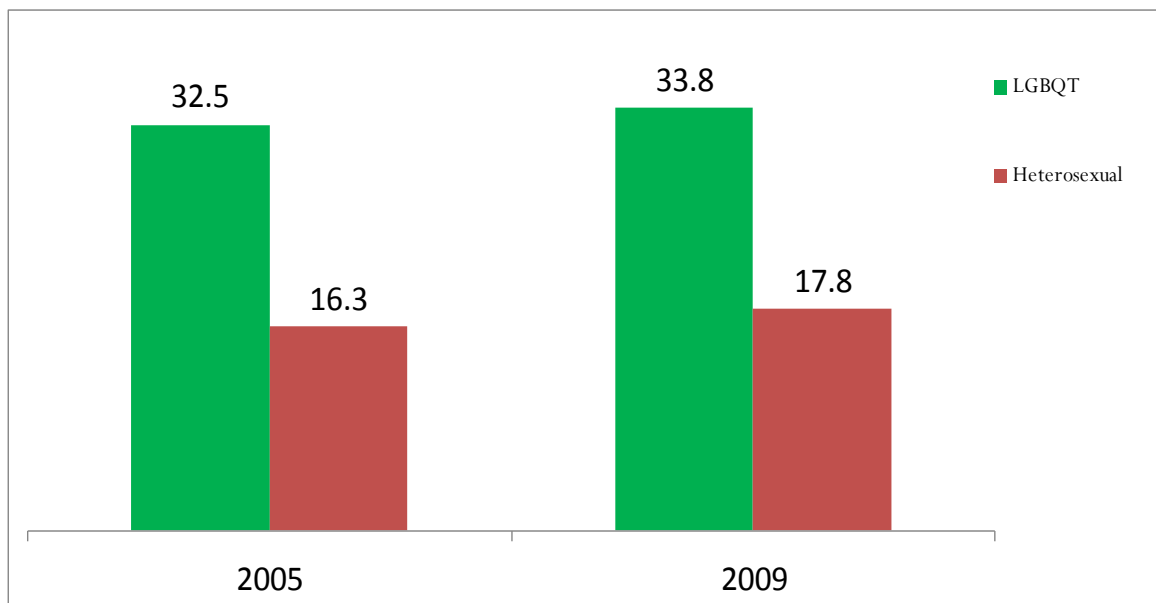
The 2009 survey results among respondents whose spiritual identity were Non-Christian reported experiencing more offensive, hostile, or intimidating behaviors than their Christian counterparts, and this trend increased noticeably compared to the 2005 results.

**Figure 22 - Aggregate Findings – 2005 vs. 2009 (Cont.)**  
**Personally Experienced Offensive, Hostile, or Intimidating Conduct by Gender (%)**



For both 2005 and 2009, and somewhat surprising, men respondents reported experiencing more offensive, hostile, or intimidating behaviors than their female counterparts.

**Figure 23 - Aggregate Findings – 2005 vs. 2009 (Cont.)**  
**Personally Experienced Offensive, Hostile, or Intimidating Conduct by Sexual Orientation**  
**(%)**

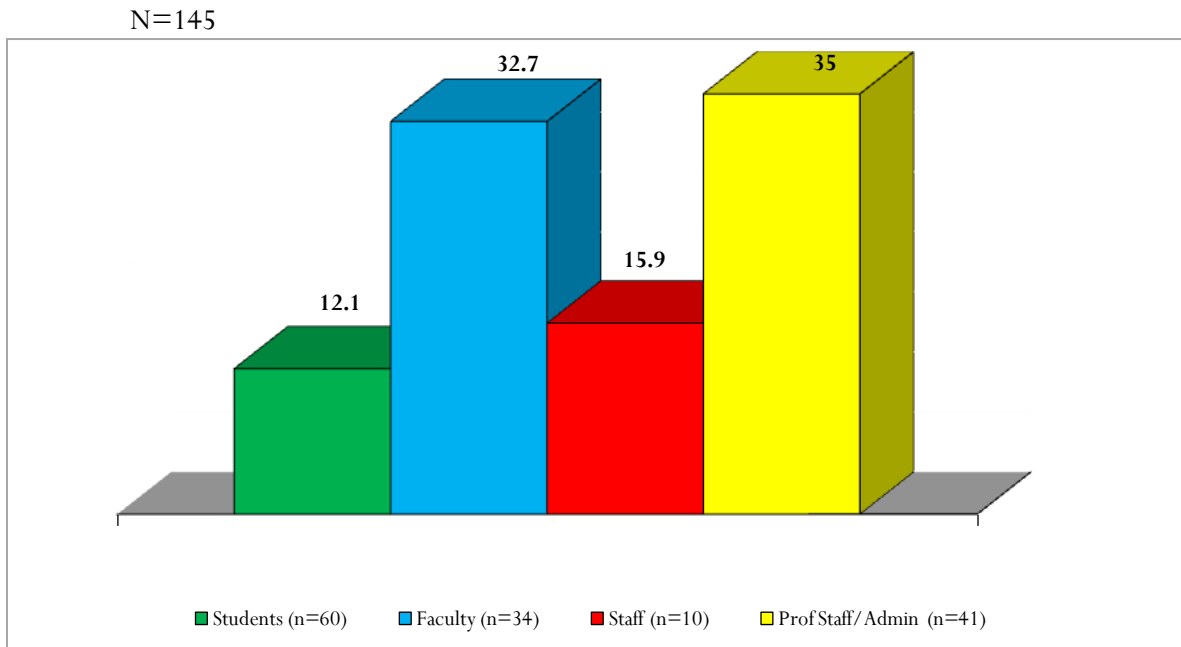


For both the 2005 and 2009 surveys, a higher percentage of LGBTQ respondents reported experiencing offensive, hostile, or intimidating behaviors than their heterosexual counterparts. Percentages were virtually identical across the two survey administrations.

Summary: When reviewing the data comparing the 2005 and 2009 campus climate surveys, trends were basically upheld, with people of color, non-Christians, males, and LGBTQ individuals reporting more offensive conduct exhibited towards them.

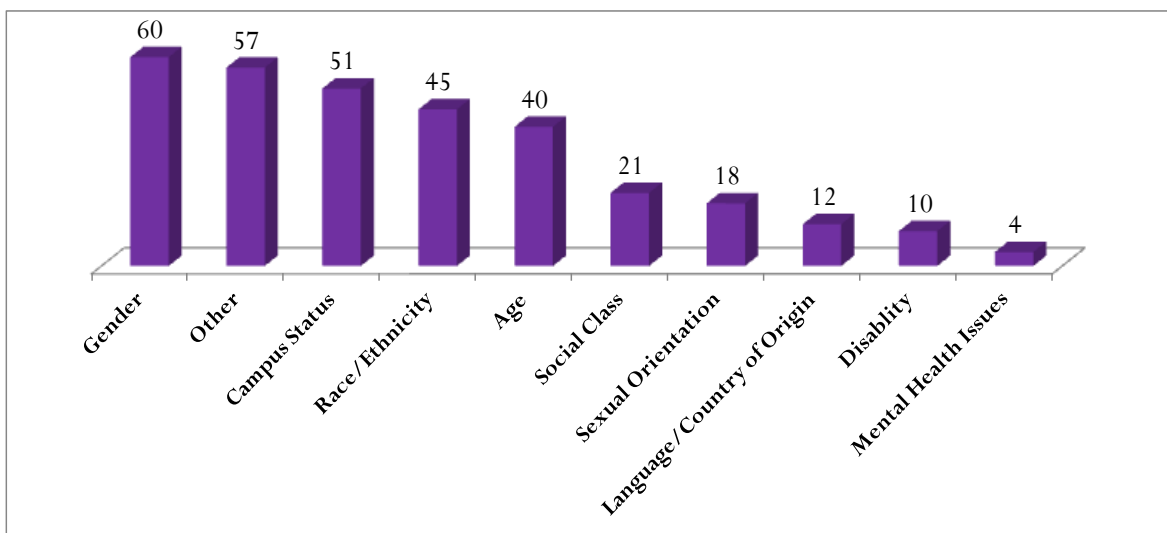
The rest of this section focuses on the 2009 survey respondents' personal experiences.

**Figure 24 - Personally Experienced Offensive, Hostile, or Intimidating Conduct by Position (%)**



A total of 145 respondents reported experiencing offensive, hostile or intimidating conduct. When the data were disaggregated by position, Professional Staff/Administrators (35%) and Faculty (32.7%) were the targets of such conduct to a greater extent compared to students and staff.

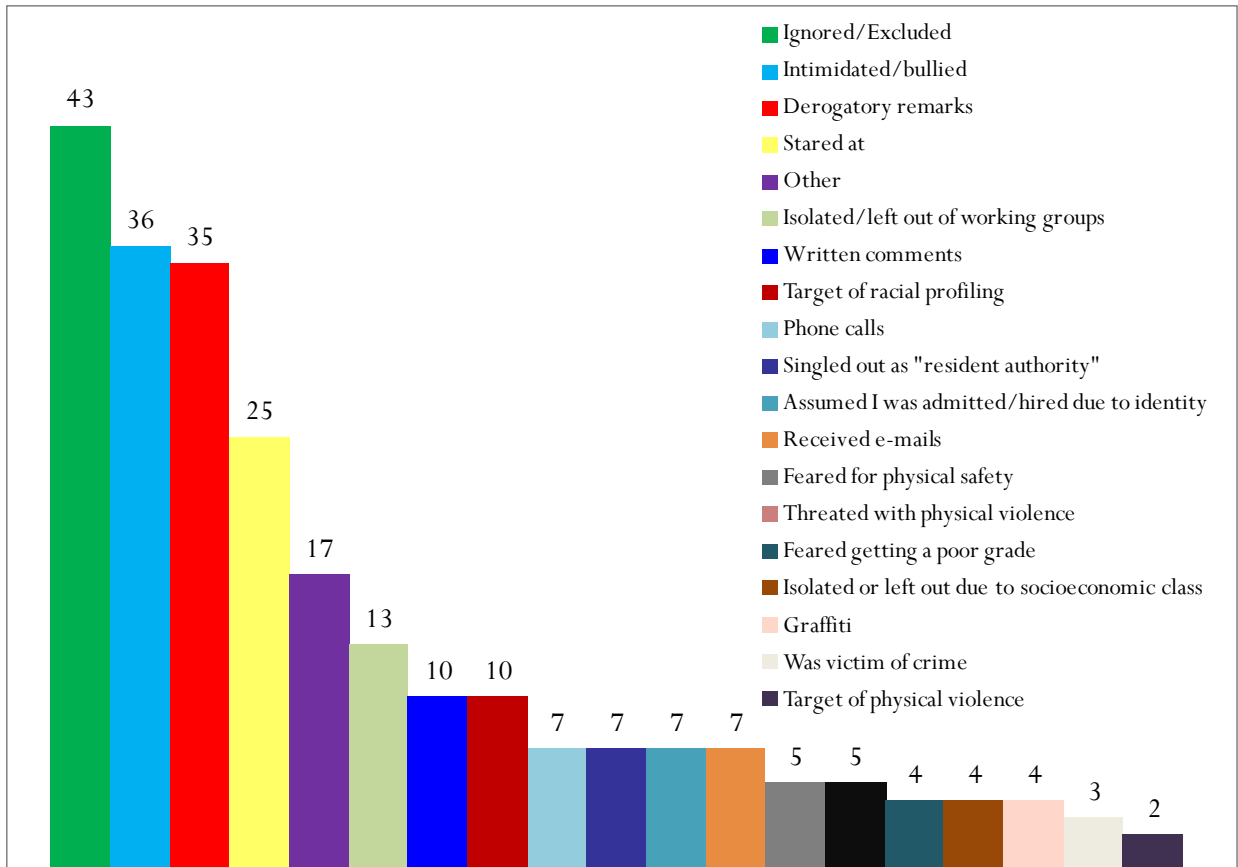
**Figure 25 – Personal Experience Based on . . . (%)**



Note: respondents could select more than one factor upon which conduct was based.

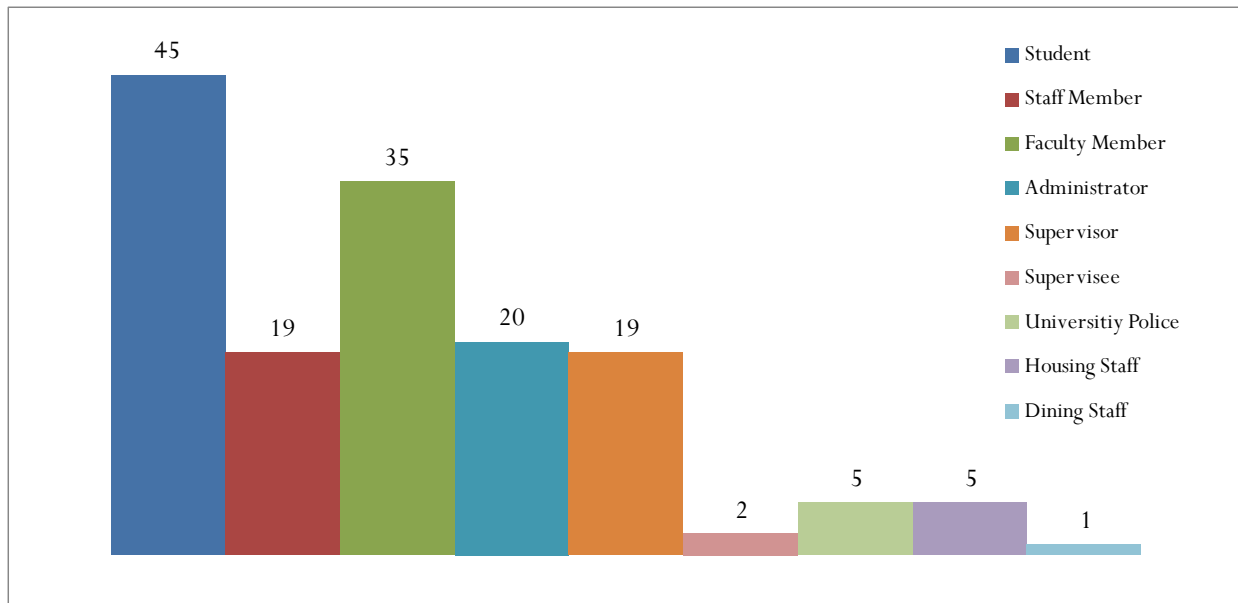


**Figure 26 – Form of Offensive, Hostile, or Intimidating Conduct (%)**



A total of 145 Respondents experienced offensive, hostile or intimidating conduct while at the College. Figure 26 illustrates the manner in which respondents experienced the campus climate in relation to offensive, hostile, or intimidating conduct. The most pervasive forms of harassment were being ignored or excluded (43 %); intimidation/bullying (36%); derogatory remarks (35%); and being stared at (25%).

**Figure 27 – Source of Personal Experiences of Conduct (%)**



Students were the main source of the offensive, hostile, or intimidating conduct (45%). Thirty-five percent and twenty percent, respectively, reported faculty administrators as the sources of the conduct. Also nineteen percent identified staff and supervisors, respectively (Figure 27).

**Table 9 – Where Did the Conduct Occur?**

Location	%
While working at a college job	41%
In a class	24%
In a residence hall or dining hall	21%
Walking on campus	21%
In a faculty office	20%
In the greater Oneonta community	19%
In off-campus housing	5%

Offensive, hostile, or intimidating conduct occurred mostly in visible places within the campus, specifically at work (41%), in class (24%), and in the residential/dining halls and walking through campus (21%) respectively. The conduct also occurred in a faculty office (20%).

**Table 10 - Response to the Conduct**

<b>Response</b>	<b>%</b>
Told a friend	45%
Ignored it	31%
Confronted the harasser	29%
Avoided the harasser	28%
Did nothing	22%
Did not know to whom they should report the incident	19%
Did not report the incident for fear of retaliation	18%
Told supervisor	15%
Left the situation immediately	14%
Made a complaint to SUNY Oneonta official	13%
Sought support from an advocate (Affirmative Action Office, Multicultural Student Affairs Office, etc.)	10%
Sought support from Counseling Services	2%

The majority of persons who experienced acts of harassment dealt with the situation by confiding in a friend (45%), ignoring the situation (31%), confronting the perpetrator (29%), avoiding the harasser (28%), doing nothing about the situation (22%), or leaving the situation (14%).

Some people did not know where to go within the College (19%). Other times, the persons were afraid to report the incident for fear of potential retaliation (18%). A small percentage of persons experiencing harassment made a complaint to a College official (13%), sought support from an advocate (10%) or used the services of the Counseling Center (2%). Most of the time the conduct occurred within the College (Table 10) and very few respondents engaged the services offered by the College in the process of addressing the conduct.

Unfortunately, the SUNY Oneonta campus climate experienced by several groups, including gender, race/ethnicity, sexual orientation, disability, are similar to the results of the Campus Climate Studies identified in the literature review (Introduction). This is a conundrum due to the fact that SUNY Oneonta has, for several years, had diversity training (NCBI, Building a Welcoming Campus Community: Conversations for Understanding and Inclusion, Safe Space, Prevention of Sexual Harassment among others) and diversity is one of the College's core values.

The campus climate is also impacted by respondents' observations of harassment and how citizens of the College are treated by others. For the purpose of this report, harassing behavior has been defined as a conduct directed toward a person or group of people that creates an offensive, hostile, or intimidating working or learning environment (Rankin, 2006).

A total of 266 (29%) respondents answered affirmatively to Question 18: Have you observed or personally been made aware of any conduct directed toward a person or a group of people on campus that you believe has created an offensive, hostile, or intimidating working or learning environment? Most of the observed/made aware of conduct was based on race/ethnicity, sexual orientation, gender, social economic status, and language/national origin (Table 11).

**Table 11 – Observed/ Been Told of Harassing Behavior toward Others Based On**

<b>Triggers of Harassment</b>	<b>%</b>	<b>n</b>
Respondents knew of harassment based on race/ethnicity	50	133
Respondents knew of incidents based on sexual orientation	50	133
Gender was and other factors implicated in such incidents	27	72
Social class was other factor implicated in such incidents	16	43
Language proficiency/accent/country of origin were other factors implicated in such incidents	15	40

Over half of the respondents who observed or were told of harassing behaviors identified race/ethnicity and sexual orientation as the two attributes toward which harassing behaviors were directed. Harassing behaviors toward others were also based on gender, social economic class and language proficiency.

**Figure 28 – Form of Harassment toward Others (%)**

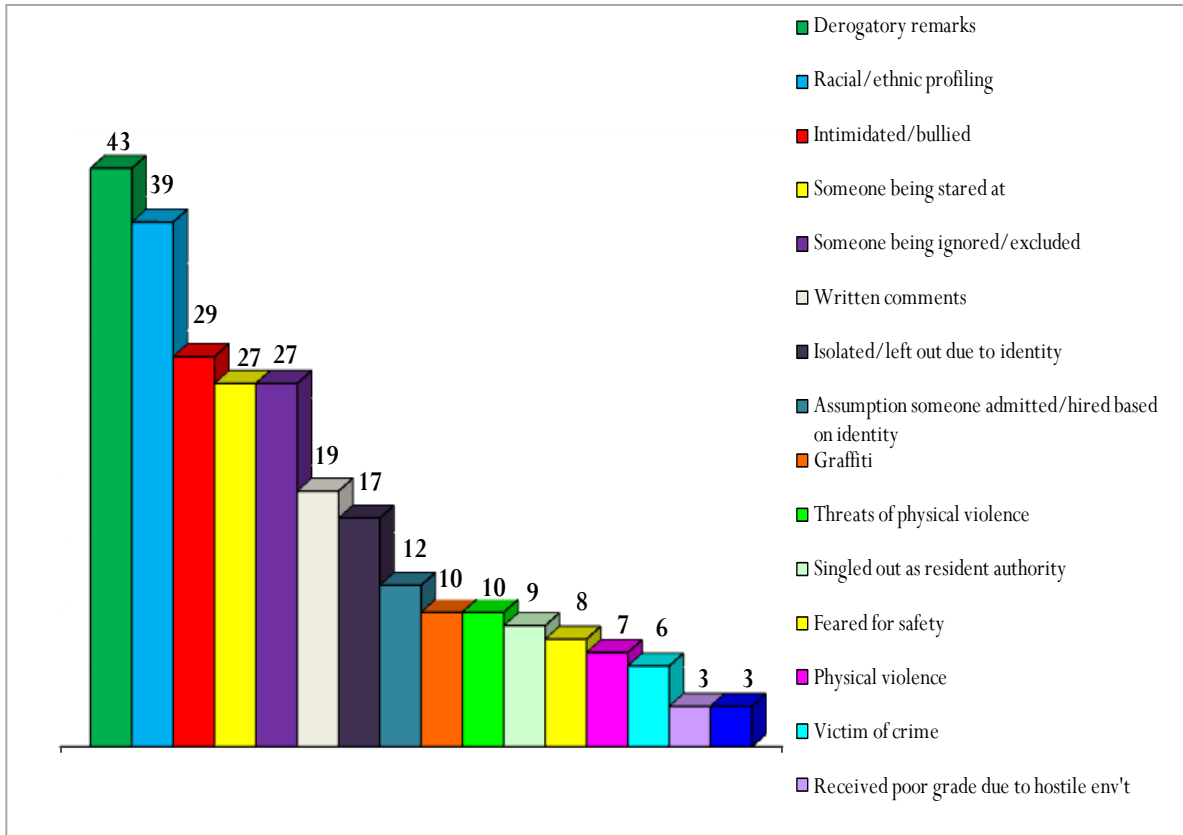
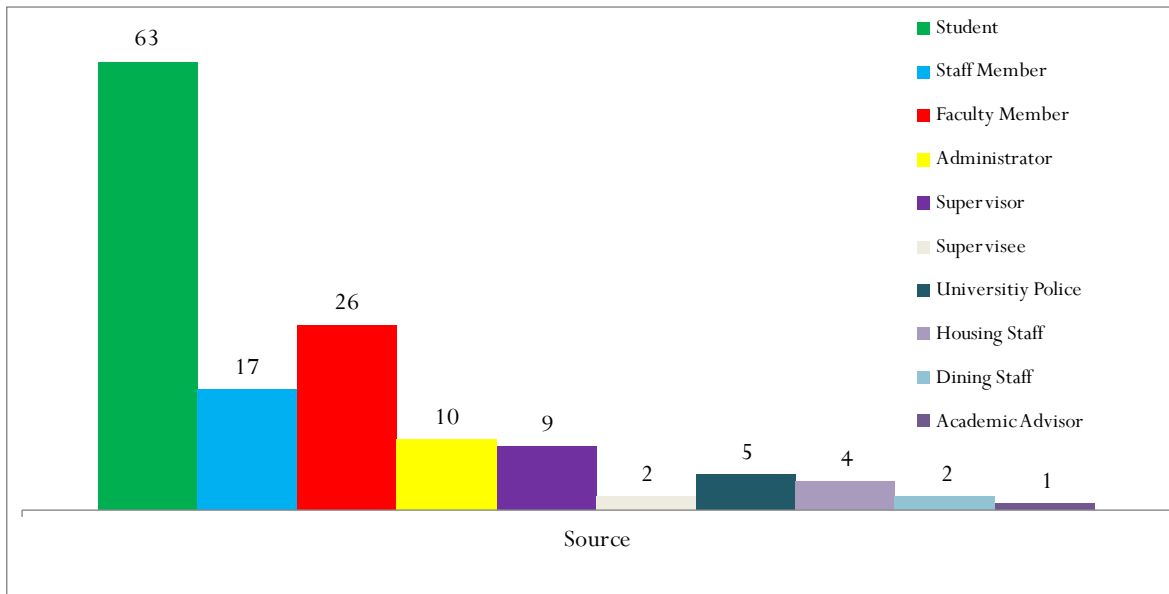


Figure 28 reflects the five highest forms of harassment observed by respondents, with the exception of racial/ethnic profiling. Those are the same as those identified by the persons experiencing the offensive, hostile, or intimidating conduct (Figure 26).

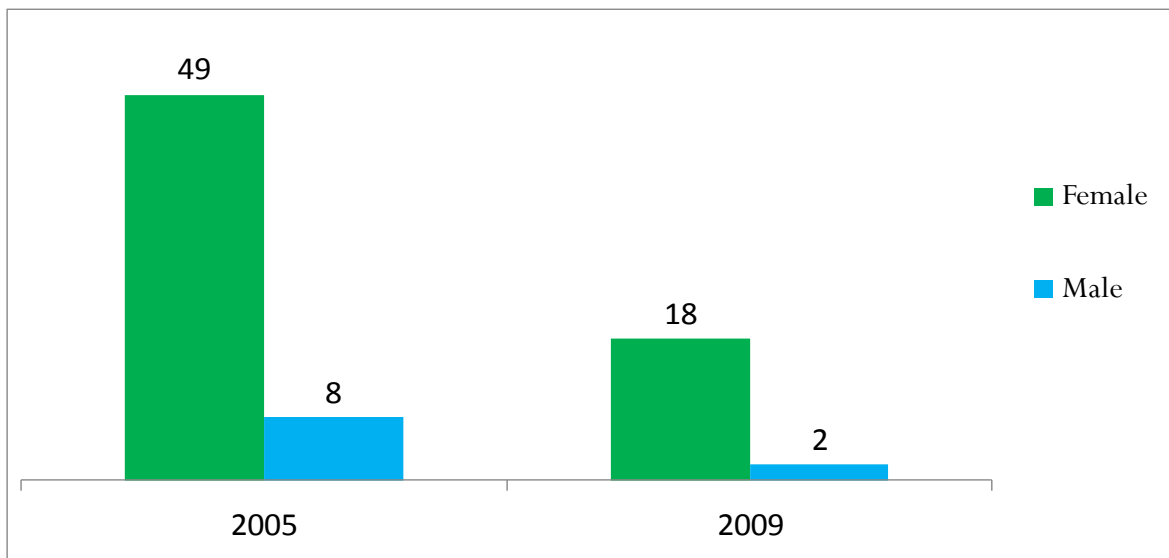
**Figure 29 – Source of Harassment toward Other**



Most acts of harassment were inflicted by students (63%), faculty (26%), staff members (17%), and administrators (10%).

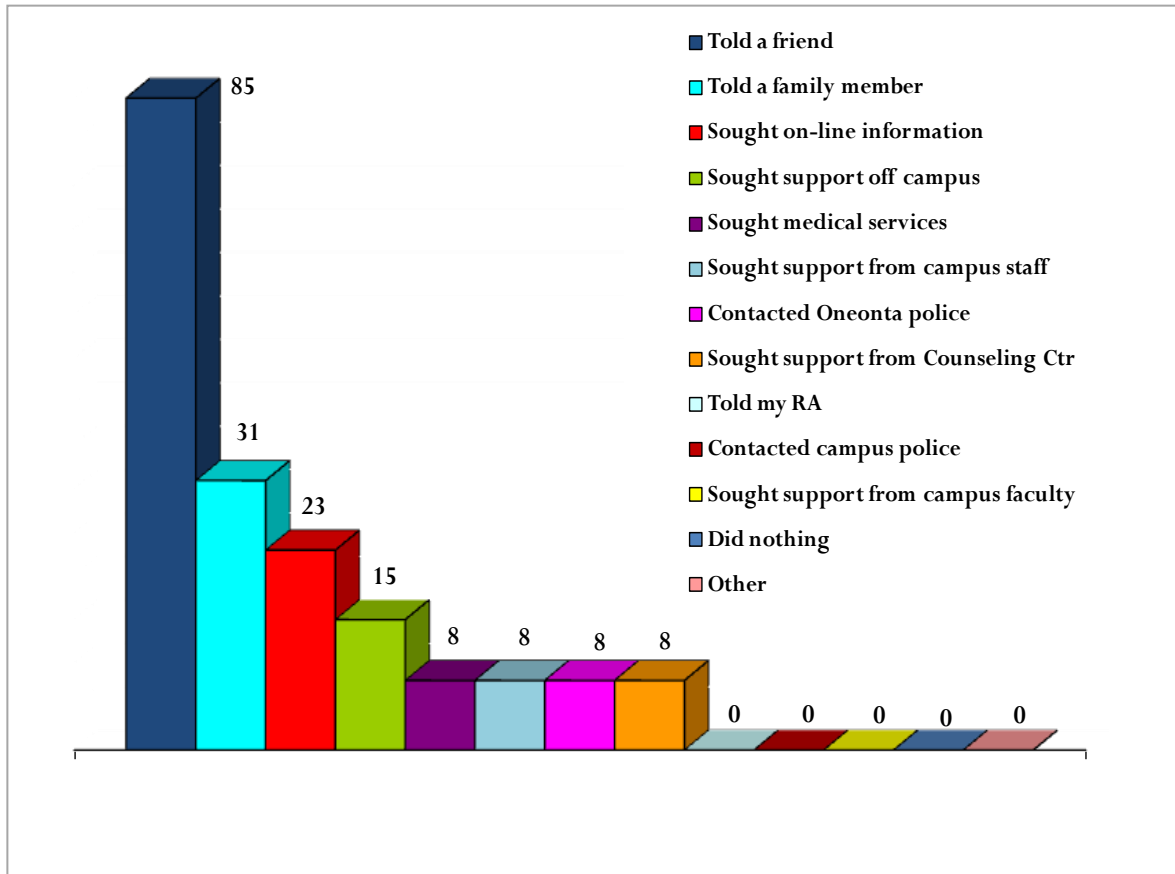
The Campus Climate Surveys (2005 and 2009) queried those participating in the survey about their experiences and perceptions of sexual assault. Some of the survey respondents were sexual assault survivors (Figure 29) and they dealt with their experience in multiple ways (Figure 30).

**Figure 30 – Survivors of Sexual Assault by Gender Identity (n) – 2005 vs. 2009**



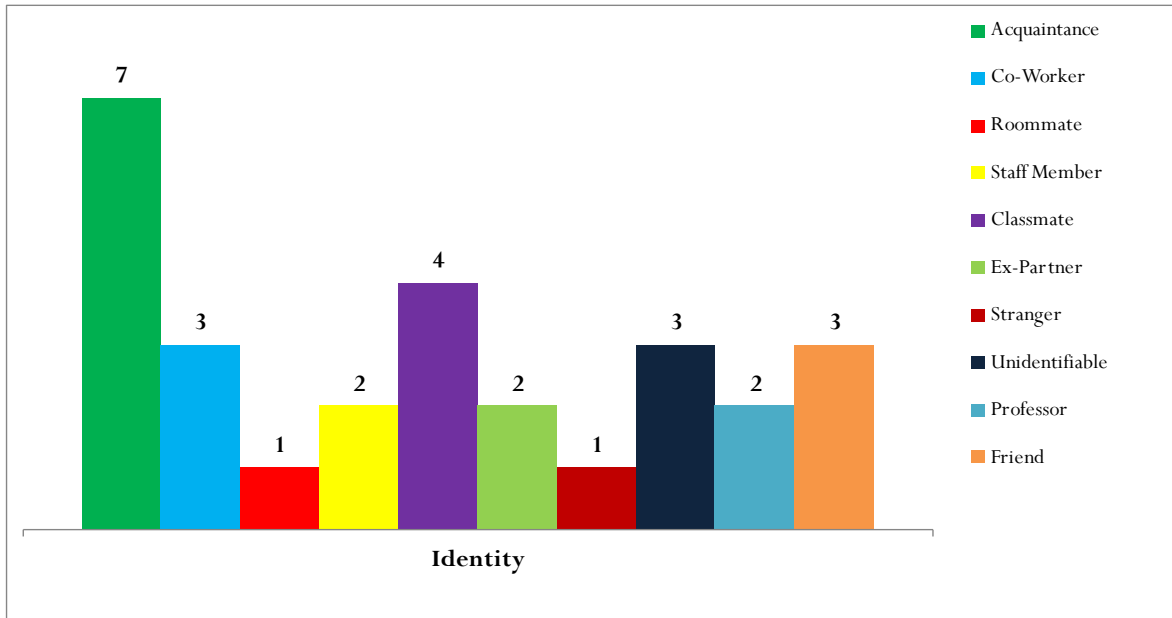
Note: For 2009, only 16 out of the 20 respondents identified their position (14 undergraduates, 2 assistant professors).

**Figure 31 – Responses to Sexual Assault (%)**



Most of the sexual assault survivors told, and relied, on their friends (85%) and family (31%) for support and coping. Some sought on-line information (23%), support off campus (15%), medical services (8%), support from campus staff (8%), and also sought support from the Counseling Services (8%). Oneonta Police was contacted a by few (8%).

**Figure 32 – Sexual Assault Offender Identity (n)**



Note: Some respondents reported multiple instances of sexual assault.

Most of the perpetrators of sexual assault were known to the sexual assault survivors: acquaintances (7), classmates (4), co-workers (3), friends (3), ex-partner (2), and roommate (1). Three of the perpetrators could not be identified and one was unknown. Two professors and 2 staff members were identified as perpetrators, two professors and two staff members.

**Table 12 – Where Sexual Assaults Occurred?**

Locations	%	n
On campus	50%	7
Off campus	43%	6
Specific location	7%	1

Twenty respondents (Figure 20) were sexually assaulted. Of those who identified the location of the assault, half stated that the assault occurred within the campus. Regardless of the numbers, sexual assault is a crime with long lasting impact on its survivors and the campus community.

In summary, 145 respondents reported that they had observed or experienced harassing behaviors due to position (faculty and staff/administrators), and demographic attributes including gender, race/ethnicity, age, social class, sexual orientation, country of language/country, and disability. Most of the offensive behaviors were in the forms of being deliberately ignored or excluded, intimidated or bullied, derogatory remarks, people staring at one or someone/group, written comments, singled out as “resident authority”,



target of racial profiling, and fear for physical safety. Most of the harassment was done by students, a faculty member, administrator, or staff member. Twenty persons experienced sexual assault and seven of them occurred on campus. Most of the persons who observed or experienced harassment responded to the conduct by telling a friend, ignoring it, confronting or ignoring the harasser, and doing nothing about the situation. Some of the respondents did not know where to go to report the act of harassment. Few utilized College resources.

#### Institutional Actions

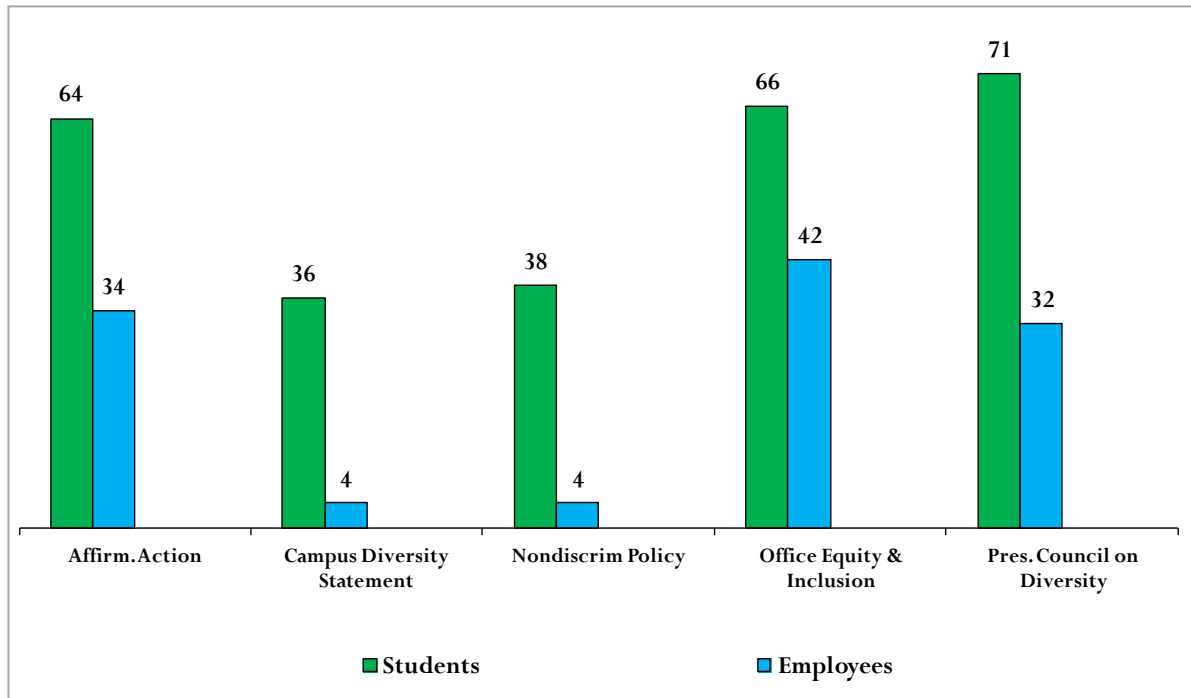
The campus climate is also impacted by the ways in which colleges and universities respond to matters related to or impacting underrepresented populations. One of the basic preventative measures an institution can engage in is the education of its citizens about resources available to support and/or address issues impacting the underrepresented. The Campus Climate Survey asked several questions about respondents’ familiarity with diversity related offices, programs, student groups, associations and policy.

The 2009 Survey reveals that over half of the respondents were not familiar with the Affirmative Action Office/Affirmative Action Advisory Committee, the President’s Council on Diversity, or the Office of Equity and Inclusion. On a positive note, only thirty-four percent were not familiar with the College’s Diversity Statement and thirty-one percent with the Non-Discrimination Policy (Table 13).

**Table 13 – Aggregate Findings – Familiarity with Campus Programs/Services/Policies (%)**

<b>Program/Service/Policy</b>	<b>% Not Familiar at All</b>	<b>% Somewhat Familiar</b>	<b>% Very Familiar</b>
Affirmative Action Office /Committee	60	33	7
Campus Diversity Statement	34	43	23
Non-Discrimination Policy	31	45	24
Office of Equity & Inclusion	54	32	14
President’s Council on Diversity	59	32	8

**Figure 33 – Percent of Respondents Not Familiar with Campus Programs/Services/Policies – Students vs. Employees**



The knowledge base varies between students and employees about their familiarity with diversity related offices, programs, student groups, associations and policies. Over two thirds of students were not familiar with the President’s Council on Diversity or the Office of Equity and Inclusion. Over half of the Students were also not familiar with the Affirmative Action Advisory Committee (Figure 33).

Leadership across the College contributes to the campus climate in general and fostering the values of diversity more specifically. Over half of the respondents agreed (strongly agree & agree combined) on the visible leadership by College entities in fostering the values of diversity: faculty in their departments (59%) and the President (55%). Between 40% and 44% of the respondents agreed (strongly agree & agree combined) on visible leadership on the following: Student Government (44%), their academic dean/ unit head (41.9%), President’s Council on Diversity (40.6%), and the Office of Equity and Inclusion (40.5%) (Table 14).

**Table 14 – Visible Leadership to foster Diversity from . . .**

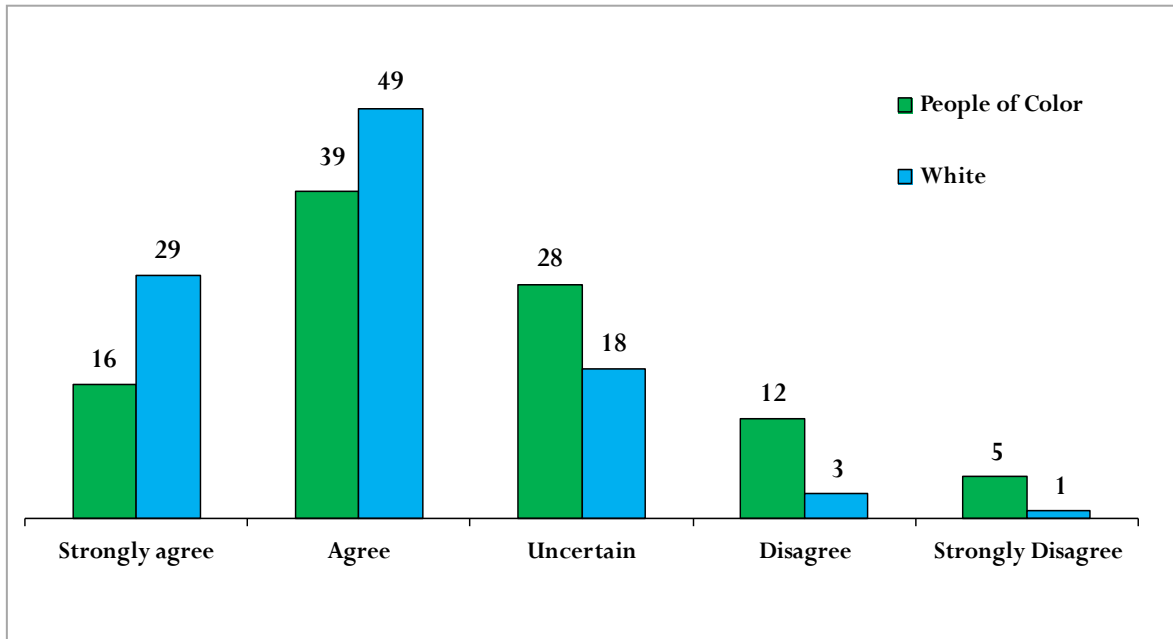
	Strongly agree n %	Agree n %	Do not agree nor disagree n %	Disagree n %	Strongly disagree n %
The President	179 21.3%	290 34.4	165 19.6	39 4.6%	22 2.6%
My Vice President	113 13.4%	188 22.4	225 26.8	60 7.1%	31 3.7%
My academic dean/unit head	120 14.6%	225 27.3	205 24.8	50 6.1%	21 2.6%
My department head/direct supervisor	167 20%	252 30.2%	196 23.5	44 5.3%	25 3%
Faculty in my department	179 21.8%	308 37.5%	168 20.4%	28 3.4%	12 1.5%
Student Government	109 13.1%	259 31.1%	203 24.4%	35 4.2%	20 2.4%
College Senate	80 9.6%	226 27.2%	224 26.9%	58 6.9%	21 2.5%
Affirmative Action Office/Affirmative Action Advisory Committee	102 12.2%	232 27.8%	207 24.8%	37 4.4%	22 2.6%
President’s Council on Diversity	225 14.4%	219 26.2%	217 25.9%	34 4.1%	21 2.5%
Office of Equity and Inclusion	128 15.3%	211 25.2%	215 25.7%	34 4.1%	28 3.3%

**Table 15 – College Positively Addresses Issues Related to . . .**

	Strongly agree <b>n</b> %	Agree <b>n</b> %	Do not agree nor disagree <b>n</b> %	Disagree <b>n</b> %	Strongly disagree <b>n</b> %
Age	75 8.8%	235 27.6%	259 30.5%	102 12.0%	31 3.6%
Disability	124 14.6%	335 39.6%	182 21.4%	82 9.7%)	23 2.7%
Employee Status	72 8.5%	261 30.8%	242 28.5%	101 11.9%	20 2.4%
ESL Individuals	111 13.2%	299 35.4%	222 26.3%	72 8.5%	20 2.4%
Ethnicity	228 26.9%	408 48.2%	103 12.2%	34 4.0%	19 2.2%
Gender	179 21.2%	401 .47%4	153 18.1%	43 5.1%	19 2.3%
International College’s members	158 18.6%	377 44.5%	157 18.5%	47 5.5%	19 2.2%
Mental Health	105 12.4%	279 32.9%	206 24.3%	81 9.6%	24 2.8%
Physical Characteristics	85 10.0%	264 31.2%	246 29.1%	68 8.0%	28 3.3%
Race	221 26.1%	394 46.5%	119 14.0%	41 4.8%	15 1.8%
Religion	137 16.2%	348 41.2%	182 21.5%	69 8.2%	21 2.5%
Sexual Orientation	281 33.2%	355 41.9%	108 12.8%	30 3.5%	14 1.6%
Socioeconomic Class	98 11.6%	267 31.6%	231 27.3%	91 10.8%	30 3.6%

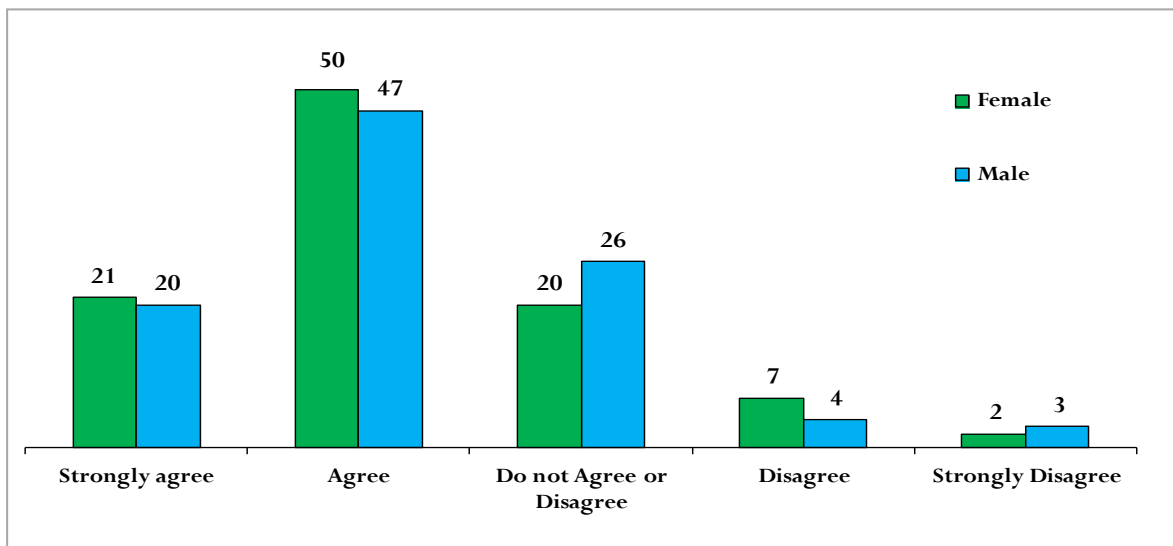
Table 15 shows that over two-thirds of the respondents agreed (combined strongly agree and agree columns) the College positively addresses issues related to Sexual orientation (75.1%), Ethnicity (75.1%), and Race (72.6%). Additionally, over half of the respondents agreed the College addresses positively, issues related to Gender (68%), International Members of the College (63.1%), Religion (57.4%), and Disabilities (54.2).

**Figure 34 – College Addresses Issues of Race (%)**



As shown in Figure 34, White respondents are much more likely to say that the College addresses issues of Race (78%) compared to People of Color (55%). Similarly 17% of People of Color disagreed with this statement compared to only 4% of White respondents.

**Figure 35 - College Addresses Issues of Gender**



Interestingly, a solid majority of females at the College (71%) agree that the institution addresses issues related to gender, compared to a somewhat smaller percentage of males (67%).

In summary, a high number of student respondents indicated that they were not knowledgeable about the different services or offices designated to address issues of harassing behavior specifically, and the campus climate in general. Students also did not know about the policies prohibiting harassment and discrimination. Some of the College employees also were unfamiliar with those offices, services and policies.

## **GENERAL CONCLUSIONS**

The following highlight the two main general conclusions from the survey results as well as specific findings when comparing perceptions and experiences among groups.

- Overall, survey respondents reported positive perceptions of SUNY Oneonta's campus climate.
  - Exceptions include:
    - Lower comfort scores reported by African American, American Indian, and West Indian/Caribbean individuals compared to White/Caucasian and Asian respondents.
    - Lower comfort scores reported by those with a physical condition affecting major life activity compared to respondents without such a condition.
    - Lower comfort scores reported by those with a cognitive or emotional condition affecting major life activity compared to respondents without such a condition.
- Comparisons of 2009 survey results to those from 2005 demonstrate stability for the most part, both in aggregate and by sub-groups.
  - Some exceptions, with lower comfort scores:
    - With respect to climate in department/division (77% in 2009 compared to 83% in 2005).
    - With respect to classroom climate for those from under-represented groups (59% in 2009 compared to 72% in 2005).
    - With respect to climate in the workplace for those from under-represented groups (60% in 2009 compared to 66% in 2005).

## **CAMPUS CLIMATE SURVEY (2009) LIMITATIONS**

The following highlight the main limitations of the 2009 Campus Climate Survey:

- Self-selection bias (always a problem in survey research).

- Difficulties inherent in comparing different cohorts across time, especially given the difference in sample sizes.
- Difficulties inherent in comparing different sub-groups in light of the widely disparate number of respondents in those sub-groups.
- Loss of perhaps meaningful data because large number of respondents (n=around 270) declined to self-disclose demographic information.

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## Appendix I

### Survey Terms and Definitions by Rankin & Associates

Climate	Current attitudes, behaviors, and standards held by employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.
Cultural Competence	Cultural Competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work together effectively in cross-cultural situations.
Disability	A person who has a physical or mental impairment which substantially limits one or more major life activities; a person who has a record of such impairment or is regarded as having such impairment
Ethnic Identity	A unique social and cultural heritage shared by a group of people.
Gender Expression	The manner in which a person outwardly represents their gender, regardless of the physical characteristics that might typically define them as male or female.
Institutional Status	Within the institution, the status one holds by virtue of their position/status within the institution (e.g., student, staff, full-time faculty, part-time faculty, administrator, etc.)
Non-Native English Speakers	People for whom English is not their first language.
Physical Characteristics	Term that refers to one's appearance.
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.
Sexual Harassment	A repeated course of conduct whereby one person engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment.
Sexual Assault	Intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact.
Sexual Orientation	Term that refers to the sex of the 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.
Socioeconomic Status	The status one holds in society based on one's level of income, wealth, educational, and familial background.
Structural Diversity	The numerical representation of underrepresented groups.
Transgender	Umbrella term for someone whose self-identity challenges traditional societal definitions of male and female.

## Appendix II

### Campus Climate Survey 2009

#### Employee Comments

**Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered with your ability to work or learn at SUNY College at Oneonta? If so, please elaborate.**

I am referencing two different experiences. As a fairly new, female faculty who looks young, I often am mistaken for a student (even when dressed professionally) by faculty, staff, and students. In class I have had students who act like they know more than me because I couldn't possibly be an expert on the subject. Sometimes it can get hostile. I deal with the students directly and handle it fine. But there have been a couple of administrators/faculty/staff who treat me like I am a child. It is very frustrating. I also feel like I have to prove myself more than other faculty "equal" to me in years served and accomplishments. I am unsure if it is because I look young or because I am female, or possibly a bit of both. I feel I am overlooked a lot. I have been trying to assert myself more than the average professor in order to combat this.

I was told "that's why your husband is rich" in response to a discussion about salary.

I belong to the ZDC and a lot of people on campus think we are crazy people who actually believe in the zombie apocalypse, when in reality we are just a club that tries to have fun and provide activities for those of us who feel like getting drunk or high is not a good choice. I have been made fun of, excluded in class, and harassed by phone. It's nothing I can't handle, but it certainly ruins your day.

I was humiliated that a senior colleague would even suggest such things. I have at least four instances of either racial or gender stereotyping with students at our College and others that visit the campus. I also feel that women receive different treatment from this colleague than men. I have been non-verbally assessed for my choice of clothing at work (including the first day here) and was told during the campus interview that I would need a tie to interview with the Provost. Although the statement is illegal, I bought a tie at Penney's the next morning.

I had a very talented student who stopped coming to class and therefore received an E. They had not turned in any assignments since the first few weeks of class. After the grades were submitted the EOP program asked if I would work independently with the student so that they could do the coursework and receive a passing grade. I did this at a great expense of my own time. I basically did a one on one course for this student. They started out well but as time went on their effort tapered off and at the end they were doing the bare minimum. The work would have warranted a minimum passing grade at best. I was pressured by the EOP member to give the student a grade of B and to write a letter of recommendation for them so they could get them a job. When I said that I could not give the student a B and that I could write a letter of

recommendation but I would only speak about things that I could tell in a positive light and would not lie or exaggerate they got upset and called me a racist.

OAS has repeatedly been openly hostile towards students.

Persons on our campus who have conservative social or political views and express them as counterpoints or points for consideration in official venues are routinely verbally attacked and demoralized. This is done by faculty leaders who are chairs or program directors of units ostensibly designed to defuse the assumption of bias (specifically Women's Studies and Africana and Latino Studies).

I felt a fellow faculty member was “coming on” to me even though we are both married. He hugged me and cheek kissed me inappropriately and initiated more contact than I felt comfortable with. I keep avoiding contact with him. I worry because he is on a committee that has power in our division.

Republican views need to be less oppressed. I feel the only way to be here is to be liberal.

I feel that the Residence Life Central Office has biases with various groups, including racial, sexual orientation, international students, openly gay students and common interest groups (Greeks, athletes, etc.). In my experience administrators in that office treat members of virtually all student groups with bias, assuming harmful stereotypical characteristics of its members. This has been witnessed in the Offices, conduct and interaction with these groups, hiring practices and even policies.

We are the same grade level and have different responsibilities; she repeatedly undercuts my authority with my employees and her actions are not well thought out resulting in poor customer service for the affected persons as well as alienating me and confusing my employees as to whose directives they should be following. She refuses to see the inappropriateness of her actions and I have been told most of her co-workers do not wish to interact with her. She has been with the College for 20 or more years and I've been here 1 year which is the basis for her believing herself senior and therefore more knowledgeable about how things should be done.

This person also yelled at another faculty member at a meeting in front of her department head and his supervisor and no one said anything to support her.

It wasn't a terribly harassing experience but it occurred in front of my peers and was embarrassing.

Since the new president has come, it appears faculty are running the institution and can take advantage of the staff, professionals and other administrators who are not in “academia”.

I currently work in a very hostile work environment. The aggressor is my immediate supervisor. I myself have been the victim of verbal abuse, and have to come to work in a toxic, unhealthy environment (some days are better than others). I have also witnessed others being treated similarly. There is no consistency in

our department. There wasn't just one experience, there were numerous, and it was all created by my past supervisor, who created a VERY hostile work environment. I was physically sick often from the stress from working for her. I am so thankful to be OUT OF THERE and in a place where my supervisors appreciate, respect and value me.

There have been more than a few remarks degrading individuals of Italian-American heritage in department meetings. While I was not targeted directly, the covert implications were there. The other faculty with an Italian last name felt it proper to deny his heritage to gain acceptance from the group. I feel that these feelings contributed to jeopardizing the integrity and objectiveness of my departmental review.

When is someone going to put the UUP fanatics in their place? They are creating serious schisms on our campus. They seem only interested in protecting their own privileges and job security.

A former department chair and then faculty member had a grudge against new faculty and harassed us whenever he could. He has retired and the environment has been great thereafter.

The faculty member is currently on sabbatical, and I notice a significantly improved atmosphere. Students enjoy my classes, I enjoy working with them, and there is good will in general in the department. When the person is here, they conduct whispering campaigns, play favoritism, disregard my job-related e-mails, and choose not to let me know of pertinent information that could help me do my job better. For example, he never told me that he was going on sabbatical. I learned of this through a third party. Other examples: he volunteered spring semester to work with an on campus staff member to make arrangements for tech support equipment to be installed in Room 224. He never communicated with this staff member. I learned that he never spoke to this person until August! I e-mailed this colleague to let him know this project needed to be done. I learned from a third party that he finally contacted them. This colleague (I am generous to even call him this!) never contacted me to let me know of this conversation. Also, when the tech needs were not done to his specifications, he told my secretary, not me. Etc, etc, etc, with this person. In short, this colleague acts as though I do not exist, nor am part of the department.

The person also bullied the President into forcing me to issue an apology - albeit insincere - for something I was bullied into.

Again, different situations. On campus, there is a VERY limited amount of administrative support for GLBT issues. The protests over the past year have been a very good example. WHY was there not a more firm assertion from the administration that sexual orientation is a protected class in the SUNY guidelines. The LACK of administrative support has certainly made me feel significantly less welcome on this campus. I understand DeFario's rights--and would not encourage him not coming--BUT what about a firm letter of support about the rights of the GLBT community. Instead, in the wake of his return these last weeks, the administration DID NOT send out a letter of support to the community, rather an acknowledgement of HIS 1st amendment rights. What about MY rights to feel safe and supported. I already lose over 1000

federal rights b/c I'm gay and over 1300 state rights....I'd at least like to feel safe and supported w/in my working community. The lack of administrative response is VERY disconcerting!  
No actions were taken. It did however change my attitude toward what I saw as a potential benefit that I could bring to the college.

I wish I had gone to HR with this issue, to this day if I run into this student who lives in town, he will again glare at me in a disturbing way and seem to follow me around a grocery store.

Strong pressure to divulge medical information, four separate incidents over several years, two different individuals.

This involved potential harassment from an African American student to a white administrator.

This situation not only happened to me it has happened to many in the same office, before me and after me. For some reason I know plenty of people who reported this situation to Human Resources but it still occurs.

It happens to others in my office more frequently. Employees in my office are bullied and more and more employees are leaving our office because of the climate that the supervisor allows.

I cannot change how people view me. However, I can change my attitude towards it.

Bullying by a supervisor.

Someone said they saw me do something but I didn't.

I have had many experiences, too numerous to describe them all here. Because I am referring to multiple incidents my answers may seem confusing. But I guess I would say that (for example) I have reacted differently to different situations. Nonetheless I want to make clear that I have been subjected to discrimination on the basis of age, campus status (as non-teaching faculty), sexual orientation, sex (as a woman), gender (as a gender queer person), and relationship orientation (as a non-monogamous person).

I experienced strong anti-Republican, anti-conservative, anti-President Bush attitudes and verbal expressions and made to feel that only idiots could agree with or support any ideas that ran counter to these.

Fraternity members are extremely (and ironically) homophobic.

I was concerned about making this report because I am male and my supervisor was female. As a male, I was concerned that my side of the story would not be considered. However, I made an immediate report with careful documentation of the event.

The chair of the history department left after one semester so I remained at work. I would have left if she continued on as chair.

We have a faculty member who harasses white male faculty and does so without fear of retribution. She is actually rewarded for her behavior.

I think that sometimes if another faculty/staff member from another department doesn't know that I am also faculty/staff they think I am a student because I look very young. I am in fact younger than most of my colleagues, but I try to make it clear that I work here, and I actually do have quite a bit of responsibility. Sometimes others have not listened, or been visibly annoyed and curt with me when they find out that I work here, and maybe they have done something they may not have if they thought a faculty member was looking.

This is a circumstance of two co-workers that need to work together not getting along. I have even gone to a seminar that human resources put on about working out differences, but nothing seems to work. .

**Have you observed or personally been made aware of any conduct directed toward a person or group of people on campus that you believe has created an offensive, hostile, or intimidating working or learning environment? If so, please elaborate.**

This supervisor has gone through 4 people that I know of. They have either quit or gone to a different office. HR restructured the office but she still finds a way to brow beat at least one person while the rest breathe a sigh of relief under their breath saying "thank God it is not me". The sad part is she is Very Very good at what she does and all the VP's know it. They can't control what they don't understand. The college would be at a great loss without her.

The question was not about me, but question #20 sort of implies that it was. The question was about being made aware of any of these things happening. I am aware of them happening to others; they have not happened to me. In one case - about 8 years ago - an athlete told me about something that a coach said to her. In another - at about the same time - a student told me about something that her roommates had done to her.

At times I feel uncomfortable, unwelcome, and unwanted in my own office space. I come in everyday and other offices are happy and chatting with each other while my co-worker and I constantly have to walk on eggshells.

It is essentially coming from one source on sporadic, but somewhat predictable basis. This person is condescending toward students (treats them as grandchildren) and naively racially profiles students to the point of embarrassment.

The above responses refer to two separate incidents with two separate individuals - one a workplace situation; one a student situation. The physical violence is associated with the student.

Offensive though these speakers are, they do have a First Amendment right to their views, and I feel SUCO (both administration and student counter-protesters) have handled the situation effectively.

Student worker volunteers that he took down flyers for a LBGTQ event because he “doesn't like gays”; supervising staff tells him not to do it but volunteers that she doesn't approved of gays, either because she is Christian. LBGTQ students afraid to openly express identity/sexual orientation. Deprecating remarks about people of other faiths from an administrator. Female faculty members feeling disrespected by a senior male faculty member. Staff member repeatedly verbally harassed by faculty member over erroneous assumption that staff member was prejudiced. Classism evident in remarks by faculty to and about staff. Faculty candidate racially profiled by Oneonta police. Students racially profiled by Oneonta police. Administrative statements inadequate to stem sense that these are condoned by College.

A department chair made racial comments/jokes about a faculty member and also claimed they were hired and received awards strictly due to their race.

At SUNY Oneonta, faculty members fear retaliation if they express viewpoints counter to those of the liberal majority, and particularly those professed by purported faculty leaders in Women's Studies and Africana and Latino Studies.

A student told me she and her partner were threatened because of their sexual orientation. In another instance a student told me a group of black girl students threatened her because she was a white woman dating a black man.

One of the persons who was against this person has retired.

It is offensive and threatening to have people “preaching “ on a state college campus.

I was not the victim of the conduct. In one case when a student of mine had been physically abused because of her sexual orientation, I tried to offer a sympathetic ear and any support I could. The second instance of discrimination I observed involves a colleague who is a member of an underrepresented minority. This colleague has been targeted by a various offices on campus/ administration and asked to participate in almost every “diversity” activity on campus. It seems discriminatory to me to pressure a new, untenured faculty member to do lots of extra work that others are not asked to do simply because of that person's race. Fortunately, my colleague is more than capable of fending off such requests and participating in activities on his/her own terms. It bothers me, however, that this is required on our campus.

Watched verbal and written articles that were not true or extremely skewed by faculty and not only the current but past administrations failed to support those attacked wrongfully.



A white girl bumped into a black girl by accident, the black girl dropped some books and began yelling racial slurs and profanity toward the white girl who looked shocked at first and then ran into the IRC. The event was over as quickly as it began.

I was not directly affected; however, I was disheartened and disappointed at what happened.

I see many behaviors that are more subtle--Although I hear many comments from students, faculty that are rather insulting.

I was not pleased on how my direct at the time supervisor handled the situation, or how "campus" handled it.

Most recently, a student reported that a current faculty member told her that the geo-sciences were meant for males, not females. Another student reported a faculty member allowed several other students in a classroom setting to intimidate her when she spoke up about the greater hardships experienced by students from lower socio-economic classes. Her personal experiences were discredited. The list goes on.

I only know this information from hearing it through someone else.

I have been involved with multiple issues concerning faculty treatment of students, faculty treatment of staff, and staff treatment of other staff.

My only thoughts are that a person who is in a management position should not be making off the wall comments regarding students or other employees of the college.

1) Female student was told that Meteorology was a 'man's field' 2) Columbian Female student was asked if her 'people were doing well w/ the drug trafficking in Columbia' 3) Student was singled out for not being a Poli Sci major and felt the classroom environment was hostile. Faculty member and students argued that there is a 'level playing field' in college while this student has to work 2 jobs to support herself and has not familial support while a student.

It did not happen to me; I observed the situation in my department. My thought is that there are some people that just because of their personality and background are very close minded and problematic. This cannot be changed with any kind of program or talk. I think these people need to be identified and not have them working any more at the college because they bring a negative climate to our work environment.

Student was showing aggressive verbal and physical actions to other students and disrupting class.

Again I am talking about a multitude of instances here--too many to describe each individually.

These were not directed at me. I encouraged the victim (when present) to seek an advocate. In most cases the offense was verbal and directed at someone who was not present.

This was a complex situation in which an employee wrote a letter to the editor of a local newspaper complaining of the growing prevalence of Spanish language signs, and by implication, the presence of Spanish speaking people in the U.S. Many students and faculty were angered, and wished to have this person fired. I tried to help the person who wrote the letter understand why it was offensive, while simultaneously, preventing the loss of her job. I succeeded in the latter, but not fully in the former.

A female Caucasian student made some remarks in a LIT class about affirmative action that were denigrating and seemed to be aimed at a female African American student in the classroom. A debate on the merits of these remarks ensued with responses both from the African American student and from me, who cut off the conversation finally by indicating that the same thinking might have limited women from going to school in the past. This put an end to the uncomfortable exchange.

I wish we did not have to let him speak on the quad. I think a broom closet would be more appropriate.

I did nothing because I heard about the incidents much too late and with no identification of the students (two different incidents, one involving a comment by a student about a professor in class, one involving racial comments by a student on a SPI form).

**Are your experiences in the SUNY Oneonta campus community different from those that you experience in the City of Oneonta? If so, how are these experiences different?**

No, but I hardly ever spend time in Oneonta. I've had no problems in the larger community.

Not familiar with the City I come in from an outside community.

I think the campus community is more accepting and tolerant.

I feel the College is more aware of its short-comings than the town. I feel the citizenry of Oneonta is even more bigoted toward race, sexual orientation, and especially singles than married, parenting, religiously affiliated.

I do not interact much in the city as it is very parochial.

The city seems a bit more kid-friendly, though the college is certainly fine as well.

The campus climate is better than the City's, especially with so many new young faculty who come from universities that are so much farther along in dealing with diversity issues. The College could be more a leader in the community on diversity, and so far it has not. This falls primarily on the President. Principled public statements as well as action at the College that sets a good example are both urgently needed.

It's odd to me that the two really are separate. The people I know of as “people of the City of Oneonta,” are very caring and open. The SUNY Oneonta community is too but not really a part of the Oneonta community at large. My department is neither open nor caring.

I have friends and colleagues in the area who are more open minded than faculty members at the College. At SUNY Oneonta, dissent from the liberal agenda promoted by the aforementioned units (Women's studies, Africana and Latino studies) plus that from the Office of Equity and Inclusion, is not tolerated.

No, both are quite narrow minded. If you think differently here, you had better watch out.

There is no basis for comparison.

No, the SUNY Oneonta campus community is a microcosm of the City of Oneonta.

No! It's relative.

No. I've had great experiences both on and off campus.

Gay and Lesbian students have reported to me that there have been many attacks (verbal and some physical threats) targeting them because of the sexual orientation that occurred in the community. The students refer to these attacks as “drive-by faggings”. This certainly has impacted my sense of safety in the greater Oneonta community.

The City of Oneonta accepts everyone for who you are. It seems to be a white male on campus is a shame and it appears from communications from the President on down that racism, being a male, and other biases are rampant on campus. The issues and problems start with statements of “I heard that....” and when questioned for facts, it comes out to be innuendos, events that happened four or five miles from campus and not as related. They have assumed the worst and shoot from the hip. There appears to be a major bias against white males, white females that are heterosexual. The campus is experiencing major isms but in reverse of what is traditionally been the case. The reactions to events that are not campus based, ignorant of the facts and pushing forth accusing communications from the President is become the norm here.

I feel that SUNY Oneonta is more welcoming and respectful than the surrounding area... Once you are out of the city limits and into the towns surrounding Oneonta, it is a much different atmosphere, which makes me value the campus community all the more.

College community is a more socially accepting climate for diversity than the greater Oneonta community.

Yes, the campus is more open, friendly, accepting.

I have had supportive experiences in the community and on campus. The campus community however, is more inclusive, welcoming, and respectful of diversity than the city in general.

Better environment on campus.

The SUNY Oneonta campus is a safer and more welcoming environment than downtown. I feel less secure downtown and more at risk for violent behavior, especially if I'm alone at night downtown, and even more so around unrecognized fraternities.

No, I am a lifelong resident of the Oneonta area, born and raised in Oneonta.

Of course they're different. SUNY Oneonta has its own culture that is different from the City of Oneonta, just the same way that other cities are different from Oneonta and other SUNY campuses are different from SUNY Oneonta. There are different standards, municipal codes, priorities and personalities.

Similar.

About the same.

I grew up in Oneonta so I have a very strong community history. I know a lot of people in Oneonta and my job family only enhances that.

Yes. The interactions are different on campus more diverse in nature than off campus.

Yes, the campus community is more welcoming than the city of Oneonta.

I don't live w/in the city of Oneonta, but I do feel that the campus climate is more open than that in the surrounding communities.

More open-mindedness on campus than in city.

As a whole the campus community is a much more engaging and accepting climate than the city.

I would say they are roughly the same.

I know that students of color run into problems in the City. They say the campus itself is much more welcoming.

SUNY is much more family oriented.

I honestly have never had a bad experience in either community. I have heard of others though so this makes me cautious in whom I trust with my personal life.

Drinking (students in class drunk/ high) and those off campus openly drunk and high tend to be increasing with each passing year.

#### THEY ARE BETTER ON CAMPUS

City police members have serious race discrimination. They are not respectful of Orientals.

When they are in the City of Oneonta, students tend to be more disrespectful, louder, and more obnoxious than they are on campus. Students tend to have more inclination toward petty vandalism, including urinating on homeowners lawns, walking across lawns and ruining landscaping, littering with cups, beer cans, and beer bottles, and food containers, etc. in the city than on campus. They also are frequently very loud and disrespectful of townspeople and neighborhoods when returning to campus after the bars close and their parties are finished in the early morning hours. I have experienced belligerence and rudeness from student's off-campus that I have not viewed or experienced on campus.

No, I like teaching at SUNY Oneonta and I enjoy working in the City of Oneonta.

No. I have lived here all of my life and I find the community a good place to live and the college a good place to work.

Very similar.

The city of Oneonta seems more welcoming. I can be myself with community members, but not necessarily when we're on this campus.

#### **If you have child care needs or concerns that are not met by Bugbee Child Care Center or off-campus providers, please explain.**

Bugbee teachers are underpaid, and the fees are too high for junior faculty.

Since there are a lot of late afternoon meetings (our department meeting often runs until 5:15), it would be helpful if Bugbee could stay open slightly later.

How can you hire an assistant professor who has to spend more than 50% of their take-home salary on daycare if they have two children, and even if those children go to Bugbee part time? Realize that Bugbee is a great place, and Marie and her staff do a great job, it is just not affordable for your typical faculty member or employee.

Bugbee is very expensive, although the quality of care is well worth it. It used to be subsidized to a greater extent. I wish it still were.

I do not have children, but plan to. A reduced rate for employees would make it more appealing versus other off-campus facilities. Though conveniently located, staff/faculty friends of mine have looked to other places because of the price. I understand the sliding pay scale concept, but for middle class income the price is not competitive.

I do not have child care needs, but I have felt for many years that the college should have available emergency short-term child care for faculty and non-traditional students. For example, I have had non-traditional students bring pre-school and school age children to my classes (with my permission) when they did not have access to child care. This sometimes happens when schools close early or school

Breaks do not coincide with the College's.

hours of operation don't always coincide.

Part-time lecturers cannot afford child care.

The cost of Bugbee is very high. It would be great to have drop off child care for non-Bugbee hours for people who have to be on campus in the evening.

My needs were met by the wonderful (but extremely underpaid) staff at Bugbee, but I will say that Bugbee receives so little support from the College, the College should be embarrassed.

Our needs are met, but at a considerable expense.

After school care for elementary and middle school students.

lol...please. Who can afford Bugbee?? I am surprised that anyone can. For those of us with more than one child in childcare, it's \$400 a week! And most of us make too much to qualify for any subsidy, especially if both parents work outside of the home. This forces us to balance our work even more with finding a babysitter and taking days off towards vacation time in order to provide adequate childcare for our children. I think this is one of the least recognized stressors of employees with children.

Bugbee has provided a loving, safe, educating environment for all of our children. It is relatively expensive.

My child care needs are ad-hoc as I am a part-time employee and have alternating visitation such that only a few times/year do I require child-care. I need drop-in day-care, which I was told when I inquired is not afforded.

Bugbee Child Center is excellent for my younger child. I have no complaints. The bigger problem is my school age child. It is very difficult for my two career family when elementary school holidays do not coincide with SUNY Oneonta's calendar. It would be nice if there were some activities sponsored on

campus (beyond those at Bugbee) for school age children when elementary and secondary schools are on holiday.

Occasional meetings are scheduled when child care can be a bit of a muddle - but it isn't too bad - just a bit challenging.

**This survey has asked you to reflect upon a large number of issues related to campus climate and your experiences of campus climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences of campus climate, or offer additional thoughts about campus climate issues and ways SUNY Oneonta might improve campus climate, we encourage you to do so in the space provided below.**

I think the College is trying to do the right thing in these respects, which is highly commendable. I do feel, however, that the approaches being used are dated and similar to approaches I experienced at other institutions many years ago. I think it's strange that we're still talking about "celebrating and embracing diversity," etc. I wish we were addressing more sophisticated and currently relevant questions and issues.

The campus employees seem divided by class. "Non-professional" staff receive less respect and lower class treatment.

Many of the campus climate issues are much more subtle than some of the behaviors described in the survey. Issues of power and privilege and the systemic ways of doing things are difficult to describe in this format. I think that as we continue to recruit more diverse students and faculty/staff we will need to confront how the climate is unwelcoming in the more subtle ways. It will probably require many difficult dialogues. Perhaps the strategic planning process will provide some opportunities for change.

A study of DSI and equitable salaries among faculty should be conducted and published. Perhaps my perception of inequitable salaries is false. I don't think so, but a study would make evident inequities and possibly lead to solutions.

Financial equity for those professional staff whom work year round, not just when classes are in session.

I think the younger faculty generally represents an entirely different level of accomplishment and educational standard than some of their senior faculty supervisors. The national competition for college positions is utterly more competitive than 40-50 years ago, when many senior members were hired. And one thing that wasn't covered, but is grossly apparent in my department: nepotistic hires in lecturers and tenure-track lines. I have experienced the hiring process for two positions and was appalled by the way the process was manipulated. Furthermore, (and I hate suggesting this except in strictest confidentiality) the weakest academic members of my department are the obvious nepotistic hires. Of course, as a non-tenured

faculty member, it would be unwise to confront such prejudicial decision-making. I am marginalized and over-worked as it is.

I believe that we have taken some steps to improve living conditions for the international students who we attract to the College, however, I believe that much more has to be done to respectfully address their living needs and assimilation into the campus and greater Oneonta community. I feel similarly that we lack services for faculty for whom English is a second language. It is difficult for them to adequately write or instruct if they are challenged with the English language, and it can be a disservice to their students. In addition, they, too, have cultural assimilation obstacles. I feel that if we are truly committed to “diversifying” the College population, we should do a better job of providing services to help those who may have cultural differences with the majority of the campus and local population. I also think we've dedicated a large amount of funding to “diversity” programming / efforts, with little measurable outcome to date. We do a lot of “preaching to the choir,” but I'm not sure of there's much of an impact. I think a serious evaluation of the Diversity plan and operation needs to be undertaken and a redirection of resources to affect positive change.

I do think that colleagues with children are given more leeway with time off than those without. I also believe that those without are expected to cover on snow-days or holidays.

Question 50: I am a US citizen born abroad to US citizens (so that I am neither a native born nor a naturalized citizen).

Question 15 initiates a set of questions by specifying “on campus.” But in asking us to elaborate on this, Question 18 throws in off campus locations, muddying the meaning of questions 16-18 and beyond. The results of those questions should be thrown out as invalid due to the contradictory instructions. I am frequently frustrated by how far behind the College is in the area of diversity. Not only has there been little obvious progress, there still seems to be little sensitivity in administration below the level of the president (even there, bolder action is needed). That said, I often feel the loudest voices in favor of enhancing Diversity at the College are the least constructive contributors to dialogue and the greatest impediments to change. They seem to be as stuck in the 1970s as those they criticize. I have personally been involved in efforts to improve College diversity only to be ridiculed and hindered by these outwardly “pro-diversity elements” who were quite flagrant in stating that only they were qualified to design and implement change. These “my way or the highway” obstructionist tactics will only be overcome by bold action at the top that undermines the “nothing ever changes” rhetoric I regularly hear. We have a young, vigorous faculty with more experience in diversity than even just 6 years ago. These people can be leaders and will welcome change. Stop surveying us and trying to change our culture through conversations and simply take some visible actions that lead by doing. Change people’s minds by changing their experiences.

I don't want another workshop! Sending an occasional memo on a subject with ideas about issues that I can read in my office with suggestions of how to help foster a positive climate in my classroom and the campus would be very useful. I also feel that my race/ethnicity/sexual orientation/religion etc..... is being



discriminated against when I see the incredible lengths that we must go to, to try and hire someone because of their race etc..... I feel that when I read the advertisements we have sent out for job postings that SUNY Oneonta would not want to hire me.

When the campus climate for faculty is cast under a shadow by the professed positions of faculty and administrators, how can anyone feel welcome? Why are resources focused on specific departments/programs for people in various ethnic or cultural groups instead of making the campus a good place to work? We spend money on programs that purport to demonstrate a commitment to diversity but really all they do is demonstrate a desire to use resources to quiet the loudest voices of political correctness.

Actions speak the loudest: we have a serious problem with the lack of African American, Latino/a, Asian American and Native American faculty and staff (and there is a difference between international faculty and U.S.-based faculty of color). Without such role models, we cannot expect our numbers of under-represented students to change much. I am waiting to see whether workshops and programs translate into any discernible difference, esp. concerning the underfunding of vital programs such as ALS and WGS.

There needs to be an institutional commitment to international students, scholars, and visiting faculty and infrastructure needed - housing year round and during breaks, meal plans, activity program budget and adequate human resources. Equally, there needs to be a commitment dedicated to sending students abroad and appropriate resources needed to do this. The Oneonta website needs a massive overhaul and professional upgrade - it is undercutting what we have to offer to domestic and international students. Many of the links do not work, there are prolific misspellings, and our great programs, faculty, and services we do have are hidden from our intended audiences. We have no campus image that stays on top of the competitive market. Outsourcing this job to a professional company as opposed to doing this in-house is definitely needed sooner rather than later.

We have been dealing with diversity issues for a good number of years. It seems we have not making any obvious progress. We all know what the issues and concerns are, but very few actions have been taken. Yes, there are actions like forming this committee and that committee, but rarely any concrete or doable actions have been taken. Sometimes it is a waste of money and resources to perform window dressing. I hope this is going to change.

We have a very high expectation from you and we want to see some action.

Other than pay discrepancies between departments on campus, I have little about which to complain. Bugbee is amazing and has made working at SUNY Oneonta far easier to manage than it would otherwise have been.

This is a tremendous institution. I believe that the vast majority of our students and staff truly care about the College and strive to do their best. As a staff member and alumnus it is difficult for me when I witness

others who are going through the motions publicly while compromising the integrity of who we are privately.

I think the inclusiveness focus here is helpful only to those groups officially recognized and fairly mean-spirited to the rest of those on campus. Sad really. More open mindedness to all on campus would go so much further. Inclusiveness should work for all people not just those with different sexual preferences or of different races.

University people need to share values and exchange ideas, not just connect with persons of similar interests, religion, and nationality. Diversity does not mean various little segregated groups; it means sharing, communicating, finding common values of all people, not cultural differences, or superiorities. It means finding a common language, not isolating others who don't speak the native tongue of foreign clique.

I do not think that it is a negative thing if faculty with grown children or no children are asked to teach during earlier or later time slots. I think it is a collegial thing to do, and something I will do to support my younger colleagues when my children are grown and I am able. Since faculties with young children often come to Oneonta from far away, they do not have the familial or other support systems that could help with child care issues. Thus, they must rely on the good will of their colleagues for assistance. Fortunately, those in my department are very supportive. Otherwise, I would lead a much more stress-filled and unfulfilling professional life.

Overall, I am extremely happy to work here and with my co-workers and colleagues and have experienced problems with only one person. This is a great place to be!

There are many employees on campus that are interested in strategic planning and diversity to further initiatives at the College. They have much to contribute and yet are overlooked. In addition, there are employees that serve on various committees related to diversity and yet when it comes to input or decision making, they are excluded from the process. Their voices are silenced or marginalized. I suggest that a wider variety of employees be asked to serve and be given the opportunity to contribute regardless of their status on campus.

I believe and I would be willing to participate in an effort to develop a SUNY Oneonta College Minority/Multi-racial mentoring program to help students develop their academic/professional skills for life upon graduating from Oneonta State College.

The President is truly a faculty person first by having given the faculty many rewards in an economic hard time that is costing the college great amounts of resources (financial) to cover the gifts. The honeymoon is ending and the actions taken to date remind me of other colleges who had presidents that came in and acted in similar fashion. Unfortunately they lost pace with growth and advancement. They lost opportunities to remain status quo and leave the problems unresolved. Disillusionment is starting to take over the daily 8 to 4:30 workers of the college. Morale is dipping.

I think the College does an amazing job of valuing diversity and has an overall positive campus climate. I am both a faculty member and a student, so I can reflect from both viewpoints. There are particular departments and offices however that do not mirror the same values and positive climate that is seen as a “campus climate” as a whole, and attention to these areas of concern is needed.

The Division of College Advancement is absolutely wonderful. I am surrounded by positive, hard-working, kind and thoughtful individuals. We truly are a team and it's an honor to be a part of this group. Quite the opposite compared to my prior job on campus.

I feel that I have been discriminated against due to my single parent status. It has been stated by faculty members that such a status is unbecoming of a member of this department. Furthermore, my parental responsibilities often leave me unable to attend departmental social events which have significantly contributed to my current state of exclusion and silently hostile work environment.

The mental health and counseling center does a tremendous job with our students who suffer from mental illnesses. Those staff are truly deserving of any recognition that the college can provide. Dr. Kleiowski has been a shining star for this college. Students, faculty, and staff feel comfortable around her and I believe that she will continue to lead the college to a warmer campus climate. I would like to see more racial diversity within the faculty (both teaching and non-teaching) of this institution. I would like to see this become something that the college is more dedicated to. Students of color do not feel as if they are represented by the faculty/administration of this college,.

I feel I can't speak for others so I have no idea how anyone who isn't in the same category(ies) as me feels about these issues. For that matter, I don't know how anyone who is the same as me feels about these issues. For example, I'm not Hispanic and I'm not disabled. I don't have a clue how any Hispanic person might feel about these issues here. And, just because a ramp and automatic doors provide access to a building, while that would appear to be sufficient for someone in a wheel chair on using crutches, I really don't know for sure!

Workshops are not effective means to modify campus climate. General expectations of respect and dignity should be a part of new faculty orientation and should be expected after that.

I was confined in a wheelchair for several months-- it is a real eye opener. The campus was pretty well equipped, but I did have partial mobility on my own. You just never know until you are in someone's shoes.

I think the College and the City of Oneonta need to crack down on fraternity hazing and drug trafficking, especially in regards to unrecognized fraternities. I listened to a presentation by a member of the fraternity everyone calls “Sammy,” I think Sigma Alpha Mu, and not only was he intimidating he was threatening to listen to and scared people out of saying anything about his frat who he says shouldn't be unrecognized because they're not that bad... but unofficially, everyone know they are bad and they are upset because the

campus and authorities have trouble proving anything because some fraternity brothers are very good at intimidating people.

I feel that in some cases those who promote diversity and inclusion don't always practice what they preach - Very hypocritical. Also, authority figures do not always practice what they preach as far as their policies and expectations in the work area. In certain cases excluded from certain events because they may not "fit in" with the focuses group.

From my perspective of 29 years in the faculty, the College and my department are SO much better than we were even 5-10 years ago, that I am enjoying my work here immensely now. Viva la' difference.

As I said before, the air has cleared with this colleague gone on sabbatical. Many of my colleagues have commented on how they enjoy this semester without the negativity this person brought. Fortunately, I have chosen not to converse with them about him because I don't want to be negative.

I wholeheartedly do not agree with the active form of affirmative action in which we are engaging. The administration clearly is sending a message that they are willing to sacrifice quality for diversity. I believe this to be a major mistake. Our school continues to rise in the rankings, and I do not feel we should ever sacrifice quality of faculty. I completely support a somewhat active form of affirmative action (choosing the minority among 2 equal candidates) but we are clearly being mandated to choose the minority candidate even if the minority is somewhat less qualified. I am concerned about our practices, and I think the faculty should at least be addressed formally about this active interpretation of affirmative action. I'm not sure you will find the support you are hoping to find.

The question regarding opinions about offering additional workshops and training doesn't really get to the point - it's not so much an issue of \*quantity,\* as making sure that a campus climate of inclusion is fostered. Diversity should be incorporated into all of our activities, not merely tacked on as an activity to check off or a list of offerings made by a campus office. Hiring a diverse staff and faculty would go a long way toward accomplishing this, and may mean recruiting outside of the fairly non-diverse regional area.

This survey took 31 minutes until this point; At times the Likert-type scales flipped (Agree-Disagree; Disagree-Agree); At least one question was biased/leading "How much do you agree..."; and a whole section asked about my experiences as a student but did not limit that to student experiences at SUNY Oneonta rather than as an undergrad - or even primary school - elsewhere as I guess most faculty, staff and others were not educated at SUNY Oneonta. This type of survey is worth pursuing to improve the campus climate, but future surveys may gain better information if they are more targeted toward an issue that is most pressing/priority and something we can, or are willing, to take concerted action about. For example, this year we could focus on accessibility and other issues dealing with physical disabilities (for example) and the climate as it relates to other groups in another survey.

The campus is starting to be more concerned with minorities and groups that differ from the social norm instead of a true inclusive climate. All focus is given to those that are “different” with no deference or inclusion of the majority. A truly inclusive climate treats everyone as equals and does not focus on specific groups.

I believe that many of the issues of equity and inclusion facing the college are much more subtle than in the past. Even the formats of the questions SA, D, don't agree/disagree, etc...are NOT sufficiently expressive of experience. For many answers it could have been much more open-ended or at least have something like slightly agree. I would recommend doing more qualitative research to get at many of the subtle issues facing the campus. The video about issues facing minority students should really be used much more than it has-- and of course even the issues explored in it could easily be turned into a more legitimate research study. As a faculty member, I hear SO many stories from students and others, and the complexities of what I've heard are simply NOT reflected in this survey!!! But...I also I glad that our college continues to strive for understanding where many do not!! So, your efforts are appreciated!!

Some custodial staff issues should be updated and looked at-for example: performance based grade raises instead of always seniority.

My experience here for the most part has been positive. If I were to focus on one area that I think needs improving its the chance for current employees to advance based on performance and be able to do better by being considered for upgrades in their current position. We have some very hard working individuals who feel stuck in that they don't seem to be able to advance. Their hard work is not rewarded or acknowledged to the extent that others have experienced and their contributions are not valued as much as others are who seem to be monetarily rewarded for not working nearly as hard. Pay equity is a huge issue and needs to be looked into.

Women administrators in academic affairs are given a lot of responsibility but no authority. Their input is often discounted

I have enjoyed the diversity awareness, safe space etc. programs I've attended and learned so much from them. I would like to point out that those of us attending these programs are not the ones who badly NEED to learn more about these issues. I find myself wishing this or that colleague would attend a few to broaden their horizons.

The institutional silo-culture needs to change for the College to fully appreciate diversity and inclusion as aspiring values.

From the long list of organizations for which I clicked “unaware”, it is clear that there are options and opportunities to become more aware and involved in multicultural events/organizations. However the cultural climate surrounding tenure/promotion pathways allows no time and gives no value to participating in such events.

Employees are treated sometimes as 2nd class citizens compared to students. Two examples: There is NO hot water in Netzer once the spring semester ends, until students return for the fall. The all campus picnic in May has been an embarrassment for a few years but last May was an abomination. (The same is true for the opening breakfast.) The College works hard to make sure students have good food and choices but when it comes to celebrating employees costs are cut to the bone and the food is revolting. These two events should be either improved or cancelled all together.

Supervisor uses his status to unload work on others and is out of the office a lot and lies about why and tells everyone a different story, therefore credibility and trust are gone. Supervisor is not committed as supervisor and thinks of himself before others. Office atmosphere is uncomfortable for co-workers as well as students when supervisor is in office. Supervisor is arrogant and makes inappropriate "behind the back" remarks.

I believe we need to do more work with students. Classes alone would not provide insights about diversity for students. There is always a grade in between. Students remain separating themselves by races, ethnic origin, and else. We need to promote more interaction and understanding among them.

I value the right to privacy over all other things. I feel that the singling out of specific groups with regards to increased awareness and accommodation will inevitably lead to a violation of that privacy. It is my belief that making UNIVERSAL accommodations for ALL persons will bring about desired results without stigmatizing any particular special interests. I endeavor to promote this goal both in the classroom and among my colleagues. The common term for this is "UNIVERSAL DESIGN". Please consider adopting it as your own

It is very difficult to gain more educational opportunities with the job that I perform. I wish that my department would see that I and other colleagues would like to learn more but we cannot due to our job. If there could be some help or guidance on how to gain a Master's degree that would be helpful.

As far as diversity is concerned - from being a former student and current faculty member, I do believe this campus is making progress. However, I believe the professional staff/administration needs some work. Everything on this campus is VERY political. I often times feel the chain of command in certain divisions is unaccountable and unapproachable. This can make it very difficult to provide excellent service to our students.

Those that criticize the system are shut out. Those who play the game are rewarded. Therefore, the incentive structures on this campus are perverse.

There seems to be a gap between faculty members and professional staff when it comes to respect (i.e. Faculty "looks down" upon professional staff, maintenance members). Faculty members who are guilty of this should receive a swift kick in the rear end

I believe SUCO is a great place to work and is run quite well.

I really wish you had separated sex discrimination from transgender discrimination. I think you will be hard pressed to get clear results because those two issues are often muddled in this survey. I also wish that instead of offering the option of “other” which made me feel “othered” and marginalized just by completing this survey, you had used “not listed” instead. Also, I want to be really clear: I do not feel that this campus has been doing a good job of embracing and celebrating diversity. The institutional and systemic oppressions (of many marginalized groups) are rampant and denied. I am deeply disappointed because on paper SUNY Oneonta looks good, but I feel that SUNY Oneonta is merely talking the talk without walking the walk. I guess I want the campus to know that they are losing all of their diverse faculty and staff. Many people belonging to marginalized communities have left and will continue to leave. “Feel good” diversity programs are not going to cut it. We need to take a hard look at the institutional racism, sexism, heterosexism, genderism, etc. and move from denial to action.

I think that perception is everything on this campus. Leaders want us to believe that we are inclusive and would step up but I don't think this is the reality. All the media, etc to promote diversity and inclusion is to make the college look good and inviting for those soon to be students looking at our college. Although this campus has made strides in the past five years, it still has a long way to go for EVERYONE to feel safe and secure, no matter what and who they are.

CAUCASIANS SEEM TO BE OVERLOOKED FOR POSITIONS EVEN WHEN THEIR EDUCATION AND EXPERIENCE IS AT TIMES BETTER. I LOVE THE DIVERSITY OF THIS CAMPUS

I find that lectures, workshops, and other official attempts to improve the campus climate have only modest and very short-lived benefits. I believe that what improves the campus climate is the encouragement of one-to-one relationships between people who wouldn't ordinarily or spontaneously form such relationships. Creating opportunities for this to happen is the best way to improve campus climate.

We have become a top heavy college with many high paid administrators and the support staff is asked to carry a large burden of workload without being compensated fairly

Resources devoted to enhancing a climate of equity, diversity and inclusion are misdirected to the Office of Equity and Inclusion, which I believe has ineffective leadership (at an inequitable salary) and a paucity of contribution to actual efforts. Additionally, funding has been allocated to programming that is likewise ineffective (e.g. the consultant from UNC Chapel Hill). Events are not well publicized and there are too many happening at once (e.g. all of the IDEA grants); I'd be interested in learning the attendance at each of these events. That said, I do believe that diversity initiatives are critical to moving our campus forward and that a welcoming atmosphere should be a primary focus. However, it is not working as structured

The issue regarding campus climate that seems minor to UUP, management confidential and anyone but CSEA employees and staff is the parking issue. This is an issue that should be regarded as discrimination.

It's like being put in a category of lesser value on campus. This may be a grandfather clause from way back but times do change as we've seen over many years in regards to race, voting and so many other issues. So if we're so concerned with diversity, discrimination and equality on our campus why hasn't this issue been taken care of. There should be no blue/red stickers, only one sticker for all employees no matter who we are or where we work. This may seem minor to some but to many of us we feel that we are of lesser value than other employees. Also if we are going to have diversity on campus then why is it that students of any race can have individual groups but if white students form a group this would be considered racist. I don't feel white students should form a group I just feel there are too many exceptions to the rule for different groups

Better mentoring and orientation is needed for newly hired tenure stream faculty. At the moment the ability to "figure out" the road to tenure and the official and unofficial campus culture is almost solely dependent on the energy of the Chair. I had to figure out quite a bit on my own when I first came to SUNY Oneonta which raised stress levels considerably.

Oneonta will never be an international city--it will always be a small city in upstate NY, so its gender and ethnic makeup can only reflect populations who are comfortable moving here. So our diversity will change at its own pace--we don't have to force it if resources could be better directed....Other topic: do the architects hate handicapped/other-abled people? Whenever I walk the campus with other-abled colleagues, they always seem to have to go in the farthest side of the building by the least direct route.

Please do not let Jim Defario mold our idea of Christ. He's like the Crusades. They both did terrible things in the name of the Lord, and society suffers for it when we refuse to see past their poor choices.



**Appendix III**  
**Campus Climate Survey (2009)**  
**Student Comments**

**Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered with your ability to work or learn at SUNY College at Oneonta? If so, please elaborate.**

After following all of the correct steps and handling the situation like an adult, the situation all but fell through the cracks. I, even though I was the target of threats and actions, was the one who was called into judicials for the situation and to my knowledge the other person involved wasn't reprimanded and continues to hold their job as an RA. The situation upset me to the point where it was a determining factor to me resigning from being an RA, and still to this day bothers me. It made me lose all faith in the idea of a fair standard being upheld on campus, and made me lose my respect for res-life.

My input was left out of a class project because the group leader thought I was too old. I overheard her telling the other two members of the group "this is our time, he had his time". The project grade was a 70.

A professor I have is extremely derogatory towards women. He seems to find it ok to make inappropriate comments constantly.

The person who harassed me still works on campus; nothing was done.

When my faith is insulted in an Islamic history class, I fear speaking up for the sake of my grade; in a previous school I was failed in a class for not agreeing with the professor. My closeness to the military is made to seem like a shameful thing. One staff bumper sticker reads "bombing for peace is like fucking for virginity". I asked another student why it is okay to be "different" as long as it's liberal or homosexual, etc. but when you're different because you are conservative it is frowned upon, and told her that I feared putting bumper stickers on my car because of the damages it may procure because someone does not agree. She admitted she had slit people's tires because of their conservative bumper stickers. Ironically she wanted her voice to be heard but she did not mind taking that right from somebody else. As a Christian, I find it offensive that the entire campus has to be alerted with how to cope when evangelist Jim Deferio came to campus, as if it were so detrimental to the sanity of the campus. Yet, when there are drag queens or other immoral (as I perceive it) persons that come to campus there is not any uproar; nor would it be tolerated if someone spoke out against it. There was a non offensive t-shirt that one of the clubs I am in created for everyone to wear...yet only two members wore them to school on the designated day because they feared jeers and taunts. I just find it ironic that this school, not unlike my previous school promotes diversity up unto the point that they might have to tolerate, or goodness forbid, accept somebody for their conservative mind set. Is it really so horrible to believe in a finite truth and wish not to compromise one's morals, that those who hold themselves to those standards should be made to feel like sub-par humans? I am so disenchanted with higher learning, I cannot believe I once eagerly looked forward to college.

Teachers discriminating about myself being from a blue collar background and the general feeling of them being better than me due to remarks or actions they would commit.

In one of my classes my professor likes to have buzz time where we get into groups and discuss a topic that the professor has asked us about. The girls who I was supposed to be working with would turn their backs to me and exclude me from the group. I tried to make efforts and put my input into the group but they still ignored me. I wasn't going to do anything about it because I liked my seat it was in the front row right in front of the screen that our notes are projected on but it started affecting my grade because the professor thought I didn't want to participate and so I moved to a different seat and to a different group who is glad I am a part of their group and the professor has noticed me participating more.

There were rumors I have STDS... and I don't.

Apparently my disability is minor enough that I can't get any help unless I want to be followed around completely. This school is designed so that you must be COMPLETELY disabled in every aspect or COMPLETELY fine. I'm missing a piece of a bone in my wrist. I deal. However, I can't open a lot of doors on campus because they are heavy and do not have the push button. As for having separate groups for each and every religion and ethnic group, great, but let people know that if they are technically a member of said group, assuming they must be in the CLUB is racist in it of itself.

I don't like being disregarded for being a heterosexual, Caucasian.

Students with a disability need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. As a student with a disability I have found Oneonta to be satisfactory until now. Recently I have had issues with certain aspects in my language class where I believe that I have been wrongfully treated because of my disability. I have gotten no help from the languages department in dealing with these certain issues so I was forced to exit the class. I feel I was a victim of discrimination because of my disability.

The first one was in my residence hall. First meeting with the RD for Res life policies and stuff. Five of us were called in the office of RD. Three international students and 2 Americans. We the three international students were sitting in the front and the Americans on the sides. The RD only looked towards the Americans while giving res life do and do not's. We were ignored and I personally felt that I was invisible and did not exist in the room at that time. The same person, the second time, were talking an RA in her office and she was talking about me and my roommate which I just heard the name. I walked in the office and she said "Speak of the devil" to the RA assuming that I would not understand what it meant considering English not my first language. The second time was a Student manager at Hulbert dining hall. She did not have a really good relationship with me and kind of used our weakness of not being able to speak English properly and back to respond. To continue to work next semester, I needed to file a form and I misplaced the form in my room and could not find it. I asked the student manager to give me a new form and she did

not give me a form and told me to find the one that I lost. I looked around and got it. I filled it and gave it in. Next semester, I came and I was told that I do not have a job and the reason was that I did not fill the form. One time I could not get into the college soccer team because the coach said before the tryouts that I need to be big and strong and I was skinny, thin and 5'6 tall. Though my performance was not very good for the tryouts and the coach told me that I would not make it which was okay and understandable but when I asked him to tell me what I need to improve specifically he told me that I need to improve my decision making, offense, defense etc. But I asked him to tell me specifically about each but his answer was still general and told me that I should just stick with intramurals. I cannot really say if this was because of my height and thinness or because of my not so good performance but I am pretty sure he did take this into account. I did not consider this into the survey responses that gave earlier but I did want to mention. Do not get me wrong, I really like this campus but stuff like this did happen.

Sexual Assault.

I would but naming names will only lead to retaliation. The education department needs to learn how to be polite... Some are really cooperative and respectful but there are some ladies who need to get off their high horses.

Sometimes I feel like I'm being targeted at because of being a Latina. In class, when we're taking a test the professor always goes around the people I'm sitting next to and tells them to cover their paper. But yet doesn't do that to anybody else in class. Sometimes also, when they put us to work in groups all the Caucasians work together excluding me or not listening to my opinion. This school definitely needs to be more diverse. I feel awkward not being able to relate to any of my professors. It's been bothering me so much I am planning to transfer.

An acquaintance was invited to live in our suite sophomore year and less than a week in she was witnessed doing some drugs in the common area which caused a year full of cops, confrontation, repeated drug use, and overall destructive behavior that affected my ability to perform in school being distracted but constant harassment and threatening situations.

**Have you observed or personally been made aware of any conduct directed toward a person or group of people on campus that you believe has created an offensive, hostile, or intimidating working or learning environment? If so, please elaborate.**

I understand each person's right to speak, but why invite "outsiders" to come in and provoke our students, faculty, and staff. This type of activity only adds to an adversarial atmosphere.

The guy yelled "Hey, Faggot!" It was a comment from one friend to another, but was offensive to me, as I am a lesbian. But I didn't know what to do, as the guy had already passed. I didn't know who he was or what to say. So I just kept walking and tried to forget it.

The ability for a college to have its administration from the top to the bottom, try to make a person look like a criminal to the campus community because he does not agree with their personal views. Even though they stated that this was the campus community's views. Administration should not be allowed to lump their views and claim them as the campus community's views.

Students who are not the traditional college age (18-23) are often avoided or left out of study groups.

This was not my personal experience, but one of a friend.

A non-white female in a residence hall was arguing with a white female (context unknown) and running down the hall yelled, "I'm not a fucking nigger... I hope you die." A couple weeks later, the same non-white female was running down the hall chanting "Obama" and saying things along the lines of black power.

Really I feel bad for everyone that was upset but I also believe that they are making too much of a deal out of it. If they elected to ignore him it would have been a non-issue.

Students who didn't have a specific religion or sexuality (open-minded) were receiving more points for getting an RA job a student was kept from participating in a club because of their disease. I tried to get some support through the disabilities center. I was told that I should have just taken a different class but that's not the problem. They really didn't address any of my issues.

One of my friends said that he was bullied because he wore a turban because of his religion and the owner of a club and his friends made religiously bad comments about him.

My roommate's friend wasn't allowed into a frat party because he is gay. My roommate left with her friend and has not spoken to the people who excluded them.

I only heard about the situation after it happened, so I couldn't really do anything at the time.

The man who spoke out against gays and lesbians was the protestor who goes to all of the public campuses to protest.

Racial profiling and just separation of races based on different backgrounds.

A few of my Hispanic friends were walking through the quad and we heard a few remarks that were unnecessary.

This person is unethical, unprofessional and conducts himself in a manner disrespectful towards students making them feel very small and humiliating them in front of others. I myself have felt threatened by this person and am concern about future behavior.

**Are your experiences in the SUNY Oneonta campus community different from those that you experience in the City of Oneonta? If so, how are these experiences different?**

There is more diversity on campus. There is more gender stereotyping and bias off campus.

I have not had a lot of experience in the city of Oneonta.

Off campus, I feel alone in the fact that at any moment, I cannot ask a professor or staff member a question. On campus, I know that if at any point I have a question, or need directions, I can just ask.

I don't feel that the experiences on campus are different from my experiences in the City of Oneonta.

I feel like the town people don't like college students as a whole.

Yes, people on campus are more respectful of those who may have different ideas.

Campus is a much more positive place. People tend to have more aggressive attitudes in the city.

More accepting on campus... I am more comfortable on campus.

I feel that the Oneonta community is extremely xenophobic, I have been to public forums that have disgusted me. Not only are many of the residents combative with non-student outsiders but students as well. I understand that there may be some animosity because of the way in which people act on the weekends but I experienced blatant discrimination from a not for profit downtown simply because I lived off campus; it was assumed that I did this to "party hard" and live in a "consequence free environment" which was not the case.

Students can be more irreverent than older adults of the city. They talk openly on topics most adults avoid, like sex and drugs.

I think one of the most pressing issues between the community and the campus is drinking and partying that happens in town. As a non-drinker, I like to go to town over the weekend to socialize with friends; but, I feel that the community does not welcome this all the time. I feel as though the community only sees and hears about the bad that happens when a student does something stupid and ends up in the police report. I think more publicity for all of the wonderful things the campus does will only tighten the bond between community and campus... which is ultimately what this college wants to be influential in.

No, I have also faced discrimination in the City of Oneonta.

The college is much more diverse and accepting than the town.

SUNY Oneonta is a much safer and secure environment than that of the city itself. I've had unnerving experiences in town, but have never had any such experiences on campus.

Much more diversity on campus and much more acceptance of diversity on campus.

Yes. My experiences in the City of Oneonta have not reflected at all the warm and accepting environment of campus. The citizens of the City seem to have a very anti-student attitude, and most seem to not understand the mutual dependence of our two groups (students and residents).

I feel much, much safer on campus than in the city. The residents of the City of Oneonta are very sketchy and make me uncomfortable.

Yes, because on campus it is mostly young people, whereas in town there are young and old people.

Slight hostility towards students by people who live in town. Nothing serious.

I feel that the campus community is much nicer and more accepting than those in the city of Oneonta.

There about the same.

For me they are all one in the same.

No, the experiences are the same.

Everyone has been very friendly and welcoming.

SUNY is much more accepting of differences than the outside community.

Nope, the town is just as liberal.

No, the people of Oneonta have been very nice and excepting.

I believe that the campus community is more tolerant than the city as a whole. I have heard terms such as "towel head" or "fag" directed at students while in Wal-Mart, but never on campus.

Some students when off campus are loud and disrespectful of the local community.

On campus people are much nicer and respectful, in the city people are strange and rude.

I believe that the students, faculty, and staff on the SUNY Oneonta campus reflect a more diverse population than the City of Oneonta does. Although I have never personally felt uncomfortable off campus,

many students have a belief that the local Oneonta citizens do not like college students in the downtown area.

I do not believe my experiences have differed considerably. Though I feel I have not been around the city enough to give a valid answer.

I feel much safer on campus than I do when I go into town. I know that the people on campus have an understanding of tolerance and diversity, but the people who live in the town of Oneonta always seem less approachable/friendly.

In the city, I feel like the permanent residents here look down on me because I am a student. Otherwise, there is nothing different.

Yes, the City of Oneonta is a lot more ignorant about African Americans and people with different gender and sexual orientations than on campus.

Yes, I think that the campus is in a little bubble. While it is primarily white students, there are still more cultures on campus than in the Oneonta residents.

Citizens of Oneonta do not like college students.

Not usually.

People within the City of Oneonta are very biased against students from the college. They have negative views and ideas.

No different.

More accepting.

I've only been at SUNY for a year, but I feel the atmosphere here is better than that of the city.

Everyone on campus seems like family; there's common respect for everybody.

Yes, I think the campus offers a nicer atmosphere. I feel very comfortable no matter where I am on campus and there are areas in the "City of Oneonta" where I would not feel comfortable being alone.

No, I would say they are very much the same. Everyone is friendly and polite.

No differences.

I don't go into the "City of Oneonta" often.

A lot of college students do not realize that there are people that live in the City of Oneonta year round and therefore do not respect the city, thinking it is theirs.

People who don't know each other don't smile or say hello to each other EVER on campus. Down town when you walk past someone they smile and say hello. This bothers me most about campus, it's not nearly as friendly as I'd like. This would make it a much more comfortable climate.

SUNY Oneonta is much more opened minded in general than the city of Oneonta.

I notice a lot of advocacy for tolerance and acceptance on campus but don't see much of that in town.

Yes, campus life is different from the social life that occurs off campus. I feel respect and acceptance is more prevalent on campus than off.

Yes. In the city of Oneonta people can be racist and very harsh towards people of color, homosexuals or even females.

The education levels are obvious off campus in some situations when talking about persons of a different orientation or culture.

I generally feel safer on campus, particularly when I'm alone.

Nope. Frat boys live there too.

Downtown people don't know what year you're in so they treat you as a general student. When peers on campus find out you are a freshman, they look at you differently.

I feel like Hartwick students have an advantage for going to a private college only in the fact that the politics are not the same.... if you get into trouble off campus YOU SHOULD NOT get into trouble on campus... i had an incident several months ago and talked to a lawyer that said it was absolutely ridiculous that the school can give punishments along with punishments made off campus for things that never occurred on campus.... Hartwick doesn't do this or meet with the police chief every week ... campus professionals don't treat students like they are five but if... for example ... you go to the parking office you get treated like you are inferior to the people working behind the desk... also, when i park downtown I don't have to drive around for 45 minutes to be late for where I'm going... but when I'm on campus with a 90 dollar parking pass that i pay for... i sometimes have to miss class because there's no parking or I'm so late it's just plain rude to go.



I get dirty looks certain places in town and i don't know why, some people I noticed are nicer to the white students. Ever been followed in a store? It's not fun.

I personally feel that the campus climate is much better than that of the city. The faculty and staff are extremely welcoming and understanding of people of all walks of life whereas in the city there is exposure to people with many different believes and lifestyles outside of a controlled area.

I believe that everyone on campus is very friendly and willing to help. The city of Oneonta is definitely not as diverse as the campus but people are still friendly.

I don't know most of my time is spent in my home town where I live and on campus I don't spend much time in the city of Oneonta.

The city tends to be more one color. I don't see too many people of different races when I go downtown or to a local restaurant.

The Oneonta Campus community is set on keeping themselves separated from the College. I can feel the difference of being a college student and living in town. The neighbors who are residential keep to themselves and also some places of business are upset with the amount of college students around or shopping in their place of business.

Yes. As a female, in the City of Oneonta I would not say I have been harassed but definitely looked by older men in ways that have made me feel uncomfortable. The students on campus do not do that, I definitely feel safer on campus rather than off.

Yes, the town is more representative of the real world, I feel the campus environment, is too activist driven, and will alienate students who are not homosexual, female or foreign.

My experiences with SUNY Oneonta are very involved. As I venture of into the community I find that the city and the students living it have a very distant relationship.

No not really, it's about the same.

I haven't really been here long enough to notice much of a difference if there is one. Everyone seems normally happy in going about their day whether it be on campus or in town, that much is in common.

I was raised near Oneonta, so I am well acquainted with the city, however I had no idea how snotty the actual campus community is. A majority of the community seem to hold themselves above everyone else because they are a part of SUNY Oneonta and are less welcoming and friendly than the community of the City itself.

The community includes a more diverse age range as well as different family set ups.

The campus is way more safe than the city especially the fact that it is a dry campus. People on campus are more friendly and more willing to help. All of the people on campus are very cooperative.

No, Overall Oneonta is a friendly place to be even in the town.

The campus is feels more secure...the community feels sketchy.

Downtown life in the city of Oneonta is different in a number of ways, from the social life and drinking and parties to more freedom than living on campus but campus does have a lot to offer and is really convenient, except parking is absolutely terrible for students.

I have lived in Oneonta since seventh grade, and the people who live in this town are often wonderful people. I would like to see some students respecting residents of this city more.

Not necessarily.

More negative in the City of Oneonta, as people feel more comfortable being negative off-campus.

No, I feel that my experiences aren't different on campus than in the City.

Yes, as I came to campus I realized that there is a low-density of African American students compared to the higher-density of African Americans in the city of Oneonta.

In the city of Oneonta, people are more close-minded about diversity, whereas on the campus, people are much more open minded.

No they are the same.

People are more open minded on campus, and clearly more educated... less narrow.

I have not had many experiences in the city of Oneonta so I don't have much to compare SUNY Oneonta to, but compared to my hometown I think the atmosphere is very comfortable.

I don't know.

Yes, I feel more comfortable on campus. I feel that people in the City of Oneonta are more homogeneous than the students on campus.

I don't leave campus very often but it seems to be roughly the same experiences.

Yes- I think that people on the college campus are very aware and diverse- there are still instances of discrimination, but it's a lot more prevalent off campus in the town. People of the town are very prejudiced and non-educated.

The City of Oneonta is less tolerant than the campus community with regard to race and sexual orientation.

No, it's pretty good!

I have recently had an issue with a threat on campus but other than that i feel that both on campus and off people are rather friendly.

Yes, the campus is a much more friendly environment.

The SUNY Oneonta community although it needs its improvement is much more welcoming than the city of Oneonta. I feel there is a legacy of mistrust and fear from the people that live in Oneonta towards the students and especially students of color, which causes them to act out irrationally at times.

My experiences are a tiny bit different. When I walk into stores off campus I feel that I am watched more closely because of the color of my skin. However I do NOT feel this way on campus.

Yes, I never had people stare at me while I stopped in a store all the time.

Not very, people are friendly on campus and in town. Although I feel like people are more likely to make crude remarks in town.

Yes, people in the city of Oneonta seem rude.

Yes I feel that they are better are on campus due to the fact that there is less discrimination ion campus then there is off campus.

Yes. Sometimes, the city of Oneonta doesn't seem to be open about diversity.

While on SUNY Oneonta campus, i feel more relaxed and safer then i would in the City of Oneonta.

They are all the same. I always feel like I am being targeted because I am Hispanic. I want this school to be more diverse because it definitely does not fit the statement that they have.

I volunteered in Bugbee Child Care Center. It was fun experience.

Yes, native residents of Oneonta are much different than the people that love within the campus community

They are differently because I do things off campus that I do not do on campus.

Not really.

On campus, I see less discrimination/prejudice than I do off campus. I see more open-mindedness on campus, too.

Yes. The campus community is much more open and welcoming to diversity and students in general.

The city community seems too often associate negativity with SUNY Oneonta students; city residents do not seem welcoming toward the students.

Yes, atmosphere is more "city" like at campus, as in the NYC big city mentality.

The Campus is more welcoming than the city of Oneonta. The City of Oneonta feels a bit more uncomfortable.

There is a great tension between the locals of Oneonta and the students of SUNY Oneonta. The city of Oneonta is richer in homeless and/or unhealthy looking people. Sure there are also plenty of crack dealers, but I do not feel accurate in limiting that to one particular community.

Nope, not really.

No the people of the city seem pretty nice and in touch with the college students of SUCO and Hartwick from what I have seen.

There is minimal difference as this is a college town and a majority of interaction in the city is with other students.

Not much.

I haven't spent much time in the City of Oneonta, I can't make a difference in the atmosphere.

I have not experienced much in the city of Oneonta, I stay on campus.

No difference.

Not really.

The city is a giant playground for the students, and while the campus is relaxing and open, the city, especially at night is packed with drunk and loud students.

Racist and sexist town police.

They are not that different.

Yes. There's actually places to go in the city.

No, not really.

I feel that the students and staff at SUNY Oneonta are, as a whole, much more accepting than the residents of the City of Oneonta. I feel the citizens of Oneonta are much more homogeneous and judgmental, especially of college students.

The experiences i have had in the city of Oneonta in comparison to those i have had on campus are very different because a lot of things that can be done in the city cannot be done on campus, such as shopping or eating on certain places.

On campus is more friendly. I've been called names in town but never on campus. More frats and sorority members in town contributes to more douche bags in town.

No, I find that people on campus and off Campus are just as open and friendly.

Ageism is much more of a factor off campus. On campus, I have never experienced any type/form of stereotyping or discrimination about age. In the community, however, college students are seen very stereotypically (glares at Wal-Mart, expected to rip off cabs, etc). This is the only real difference I have experienced.

As a member of the community of the city of Oneonta I am very comfortable. As a member of the SUNY Oneonta Campus I am not so comfortable.

On campus there are more people who know where I am from and can understand me, while in town, it seems to be hard to find people like that.

Yes, people are more open & accepting on campus.

The city of Oneonta seems to be more close minded about diversity.

There is more diversity on campus.

Yes, only because I am aware of rallies that take place on campus. Otherwise, no.

I feel safer on the SUNY Oneonta Campus. People are friendly on campus than off.

The experiences are slightly different because the environment is more diversified.

There is more diversity on campus than in the city,

Yes due to the fact that the city is well a city and campus is a college environment.

Sometimes there are Oneonta town members that can make me uncomfortable while waiting for the bus.

Yes, the City of Oneonta shows less respect towards others. On campus people are friendlier and show more care towards one another.

Yes because there isn't much to do off campus.

Yes because in the city of Oneonta nothing is work related.

I don't feel there is a very strong campus community, therefore i don't think I can answer this question.

No not really. There is just more interaction with the actual town. There are people from the town that come on the bus that is sometimes weird and uncomfortable.

It is nice to meet residents of Oneonta, instead of just students and workers.

Yes, I can be a bit more social in the city

Since I come from NYC, I feel that the Oneonta community adheres more to the individual need, and I feel more involved.

Yes. I drink more off campus. Still, the climate is about the same.

People are more welcoming on the SUNY Oneonta Campus.

No, I normally see those I interact with on campus and in the city of Oneonta.

Yes I feel that the SUNY Oneonta campus is a much more open minded community than that of the City of Oneonta. I have witnessed instances where racial discrimination is present. I was in a gas station a couple of days ago when a group of young African-American college students came into the store. An older white man speaking to the store clerk, who was also white, said "Do you see what this town is turning into?"

The campus i feel is more open to differences in people than the community itself.

They aren't very different. For the most part, everyone I have met has been friendly and helpful.

People in town are really quite strange.

My experiences are different because in the city i live around the same kind of people, but up here there are people with different backgrounds and from different countries.

They are basically the same although the residents of the town tend to have a lesser tolerance of college-age people.

On campus, it is an academic atmosphere, off campus it is a diverse city. On campus is an idealized society, so off campus it is the real world and you see how real people act.

The experiences that I've had at Oneonta are extremely positive all around.

It is very similar.

As a first semester freshman, I haven't had that much experience yet so I can't really answer this question accurately.

Well for instance the workload here at SUNY Oneonta is much different than it is in CUNY John Jay. The second thing is that in the dorms there are more opportunities to be involved on campus rather than schools in the City's which aren't campus based. There weren't much opportunities to be part of any groups.

Yes, there is less diversity in the town, so I imagine that could have an effect, though I have yet to notice it. The presence of alcohol in the few town members outwardly consuming it has also made those experiences less comfortable.

SUNY Oneonta is an institution which fosters a comfortable climate in which diversity is consistently respected. The City of Oneonta has more mixed views on the subject of diversity, it offers freedom for disrespect.

**If you have child care needs or concerns that are not met by Bugbee Child Care Center or off-campus providers, please explain.**

I have needed several night classes; Bugbee is closed by the time those classes start, so I have to find other care. Since Bugbee changed their hours, I cannot work on the summer custodial staff.

I had eldercare issues.

It's great.

**This survey has asked you to reflect upon a large number of issues related to campus climate and your experiences of campus climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences of campus climate, or offer additional thoughts about campus climate issues and ways SUNY Oneonta might improve campus climate, we encourage you to do so in the space provided below.**

I find the cultural climate of Oneonta is very good. I participated in one of these climate studies last year in my undergraduate program at a school in Rochester. I find that Oneonta offers a lot more diversity of both ideas and cultures, but at the college I was at before, other students were much more welcoming and friendly than they are here at Oneonta.

SUNY Oneonta is a very diverse place, and they take pride on that. This is good.

I feel as a self-identified lesbian, that i am pretty much accepted on campus. i don't feel threatened or uncomfortable most of the time, but i also live in Oneonta, so I'm pretty comfortable with this area

You're doing a great job with the campus. I think any addition to what is already going on can only result positive.

I think that more could be done as far as recruitment of African American students as well as assistance.

I feel that the so called "multiculturalism" that is promoted is kind of a joke. Although there are students of color, international students, and Latin/Latino students visible on campus, I have seen the numbers and there I don't feel that this is a truly multicultural campus. I feel that the current make-up of students of color on this campus only reinforces the norm and doesn't actually meet the "multicultural" claim that the campus promotes.

There is little to no awareness, help and/or programs for veterans.



I have found in my living on campus that the term “Retarded” is being used out of context. People do not realize who and what is offended when this term is used. I feel a diversity discussion on the meaning of the word and how it should be portrayed in society would go a long way for the professionalism of the campus.

I don't know if this is really the place to put this remark or not, but I have to say I'm a little disappointed in the low levels of diversity on the campus. Most of the students in my classes so far (and keep in mind I just transferred in as a junior, so it's my 1st semester here) have been 18-20 year old white females coming from middle class families in NY. Most are from near the city or from small towns that feel close in make up to Oneonta. In general in my classes there are very few males, people of color, very few people from out of state, and NO ONE over the age of 22. I'm a 28 year old student who lived in Washington (state) till I was 18 and has lived in NY for the last 6 years and I feel a little out of sorts on this campus. It seems that my classmates have many of the same life experiences and tend to cluster in these groups of likeness. As a non-traditional student it's hard to find a “pocket of likeness” here. Perhaps if I lived on campus I would feel more connected to this campus but since there wasn't an option for older students I didn't think that would be fair. can you imagine being 18, 19, maybe even 21 (but most upper class men seem to live off campus from what I've seen) getting roomed with someone who is 7 years older than you? It feels somewhat isolating to not have age appropriate peers. I get along with the students in my classes, but there are some fundamental social differences between what someone who is 20 VS someone who is 28. It has made it a harder to develop friendships that go beyond the classroom into the rest of life... Anyways, I know this is a state school with mostly undergraduate programs and that in and of itself attracts a certain kind of applicant, I knew coming in that there would be a fair amount of young students and most would be from NY state...I guess I just didn't realize that I would be the only one in my classes over 21 who had lived outside of NY... Not that any of that will change for me, I only have one more year after this here. But I bet the next over 21 year old student wouldn't mind not being the only over 21 year old in their class. I guess I could have gotten to the point and said: Can the school try to bring more students in who fall in the 22-35 age range? maybe a few more out of states too?

The campus does not take into consideration the population of students who are left handed. As a student who is left handed I have never had a class that has a desk made for people who are left handed. To accommodate for this service not being offered I have to turn my body to accommodate my writing needs; this turn of my body may make my professors believe that I am looking onto another students work. When taking written tests in class it is often uncomfortable to write because I have nothing to support my arm, unlike the right handed students. I have seen left handed desks in lecture halls but they are placed on the end of the row, drawing attention and discriminating students. Being a fair and equal college, desks for left handed students should be placed around the room so we have the ability, like all other students, to sit where we feel the most comfortable, not where you have decided to place us, if accommodations have been made.

There is too MUCH focus on diversity and acceptance. So many lame events and silly promotion cheapens the value of diversity and acceptance. Don't push so hard. It almost makes me feel uncomfortable not participating in the events. This doesn't mean i am a racist/homophobe but i have been called one for my

opinion of these events! You run the risk of over saturation and you are causing division amongst students. No one wants to be blasted with this 24/7. Ease up. You're going to start seeing negative results.

I would like to say that I choose to spend time with generally open minded people, so I feel that my views may not be as accurate as those who are in a position of a minority. I don't see much of the negativity that I'm sure takes place, because I voluntarily try not to be in such a situation.

Everything seemed fine.

When a student is unexpectedly injured and has trouble getting to classes there should be a service put in place separate from UPD that can care for those students by giving them rides to their classes. Parking on this campus is also an issue.

With all the structural improvements being done on campus, it seems as if commuter students were left out of the plans. We could really use more spaces...maybe an on-campus parking garage.

I really don't care anymore, I just want to be done and out.

I feel like Oneonta is doing a wonderful job as a college to make all students welcome, and one of the bigger obstacles in the way of a truly tolerant and welcoming community is the lack of historically underrepresented minorities. Truthfully, I feel (as a Caucasian female) that the campus is doing a fantastic job of being welcoming to all. The recent visits to the school from the obnoxious protester and his daughter especially cemented that for me. To see so many campus leaders supporting their students in the best way they could, while not interfering with the protesters' rights was something that made me very proud to be a member of our campus community.

I think these questions should be asked of students who withdraw from college, in some way that their identity is kept confidential.

I believe that the college does its best in providing students, faculty, and staff the best climate possible.

Although things need to be improved on, good things and change comes with time.

I believe the campus is a very accepting place. There is a lot of emphasis on gender identity here also. I also believe if from that you should hire people because they are best qualified, not because they are of a different race or ethnicity. So if the answers about our professors make you think you have to hire more diverse people, do not do so just to be diverse, they must be the best fit for the job.

I feel like the college has made amazing progress with its equality and awareness of people of different religions, ethnicities, gender, and sexual orientation. I can probably name events for all of them in the past two weeks that I have heard about or gone too. However, I feel that age and disability are not a focus; and

they should be. I still hear people make fun of those who are older and trying to finish their degree, or the disabled that we might encounter around campus regardless if they are a student or on staff. I've seen the progress we have made in all the other areas, but we should do that for these others now too.

I think there should be more unisex bathrooms for students with children, and transgendered students.

Campus climate has slightly improved since i was a freshman in the 06-07 school years. However, some polices the school has created have made staff with the school forced to make the climate not very good. A prime example is what you have done with dining halls. Many people will soon to be forced to eat out in the cold because you decide it was smart to charge 6 dollars to sit in a dining hall while forcing staff members to be a pain and force these students outside when they just need a place to sit between classes to have a drink or a quick snack, something that doesn't cost 6 dollars. Very DUMB.

Recently there have been speakers that have spread hate on campus. I refuse to go and listen to these speakers because of their negative message. It upsets me that speakers like these are allowed to spread hate among college students. I understand that everyone has a right to have an opinion but it is unfortunate that they spread their maliciousness so easily.

It's too white.

Questions concerning other ethnicities, religion, etc. I more than likely did not answer or put neither. They have not affected me at all, and I don't have any experience dealing with them.

Just a random thought: There are all sorts of clubs and programs for ethnic and racial groups. But I like many people I know have a plethora of nationalities. I am labeled as "Caucasian" yet I am so many things (Half Italian, French, French Canadian, English, Scottish, German, and even a little Native American) I was just wondering if in the future there could be something for kids with mixed nationalities because I feel like we are left out. There are clubs etc. for those who are Asian or African American or Hispanic for example. There should be a Caucasian club and if there is well they need to advertise that there is one. I think it would be beneficial because within "Caucasian" is so many different combinations of nationalities represented.

Very easy to understand.

More lounge areas where students who live off campus can relax. We can't access lounges in residence halls, yet we're the ones with nowhere to go between classes! I would like to eat my lunch with my friends in the residence halls. I live off campus to save money, I can't bring my own food to eat in the dining halls now because everything's unlimited plan... I end up eating in a classroom building which is hardly fair

I believe that SUNY does a great job and diversifying its campus. I like that I have professors from all over the world. I also like meeting students from other countries. I think it's a great opportunity for both parties. I also think SUNY makes their campus pretty accessible to people with disabilities.

Some questions I just could not answer because I am not familiar enough with the situations. Such as how respectful a few different ethnicities or parents were. How am I to know who has children etc....

Students with disabilities like ADD or Dyslexia need to represent more, some professors don't understand what the SDS office does and therefore they can be mean or miss interpret what the student is doing while over there.

I think Oneonta needs to give more and have more respect for TRANSFER students. I had a professor tell me that Oneonta does not like transfers! And I saw that on orientation. I have the same right to be here as everyone else does. You can also put some more practical learning in the Criminal Justice program. Also my advisor is a jerk to put it lightly. His secretary is very unhelpful. All of the people that are in this department that I have met so far are very unhelpful, condescending, and frankly, the whole program sucks. It was a very bad mistake to come here.

Less political correctness!

I find most programs about diversity to be under-attended due to poor advertising and location of the events. Also the people that generally attend are those that don't have a problem with acceptance, not those making rude comments or the like.

The only real issues I have witnessed in the class rooms were teachers saying things like Japanese descendants should not be able to visit Pearl Harbor "because they are just reflecting upon their accomplishments". Also there are certain professors of African American studies courses that racially determine grades.

While having so much focus on differences and how to accept them, all we are doing is forcing those differences out in a "look at me you have to love me" way. We aren't really accepting anything. By just ignoring it and teaching that people are people regardless of these things, we teach true acceptance. Having all these clubs just tears people apart even more.

GET MORE PARKING or only give stickers to higher credits first DONT DEAL WITH OFF CAMPUS ISSUES ON CAMPUS fashion department is amazingly staffed with greatttttt professors thanks.

The school is very accepting towards different sexual orientations, but race is a large factor on campus still! We had a stereotype program once, and it got very racist very quickly, many people are just uneducated.

Overall, I don't understand the point of some of these questions but I guess others see some value in them. I personally don't have any problems with the campus "climate". I do think that climate is not the right word for this but hey whatever. I hope the results are helpful to you. Have a good day

Our cultural climate is just fine, and the current quota of bullsh\*t awareness programs is plenty sufficient to maintain it. If you could do something about the snow and cold...now that's a climate improvement I'm interested in.

I had to take an issue in diversity class because I am an education major and it really opened my eyes to diversity in general and the issues associated with it. I consider myself an open minded person but after taking that class i feel like i am more open minded than before. I think maybe there should be a class similar to this one that is an elective so any major can take, unless there already is one like this.

I feel that when the campus tries to show positive attitudes towards race and heritage, all tend to be fine and united except for the African Americans who flaunt and taunt there race obnoxiously and in a very untasteful manner. They tend to want to stick out and be recognized but all it really does is cause stereotyping

I think that SUNY Oneonta encourages an open mind to diversity. I have rarely seen obvious signs of prejudice whether it is race, gender, or religion

You cannot in any one human life span make up for past issues you did not live through. Social engineering will backfire.

We should all be equal and not looked upon as though in different organized boxes

There is a lot of effort made to make gender confused/gay/lesbian/bisexual/etc students feel welcome, which is great, but it overwhelms me. I think more time should be spent focusing on students with other aspects that they could be discriminated against: specifically, religion and SES.

More and more high school students with disabilities plan to carry on their education to colleges and universities. Students with a disability need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that obtain federal funds from the U.S. Department of Education. The Section 504 regulation requires a school district to provide a "free appropriate public education" to each eligible student with a disability who is in the school district's jurisdiction, regardless of the character or severity of the disability. In some circumstances, I found certain times that section 504 is not being provided daily on this campus. The problem is that the students with disabilities on the SUNY Oneonta campus are not getting the programs the need. There have been numerous encounters with the faculty at SUNY Oneonta in which section 504 has not been abided by. On one account a student has been denied his rights from a professor because the professor had certain doubts

of his disability. Even when the student presented the proper documentation needed by law, the professor to this day still does not abide by the section 504 fully. In another circumstance, a professor on campus has not taken into account certain accommodations that exist in the student's accommodation plan and even went as far as to say "in the real world there wouldn't be note-takers." In addition to these problems I have also encountered discrimination through the foreign language department. As a student with a disability I've found problems with certain approaches taken through this department. The introductory classes establish for foreign languages seem to ignore the fact of my disability. These problems seemed to have started this past semester but who knows how long some of the faculty has not fully provided proper necessities to their students with disabilities. The problem continues to get worse each day and the professors, staff and SUNY ignore them. Handing in a piece of paper at the start of every semester stating that a student has a disability is not enough. Professors lose them, file them away, misplace them and sometimes don't even take the time to read them at all. It is not enough just to throw around some paper and think it gets the job done. We need to force the student with a disability and the professor to constantly communicate and not ignore the disability itself. One on one meetings, emailing and weekly progress reports will surely help establish a positive relationship between the student and the professor. It can also establish a mutual understanding of the disability the student faces by this interaction. Not only should the professors take a heavier action, the students also need to exercise their rights. Students should take initiative to attend study sessions and try to explain to their predecessor about their disability. Many times students with a disability are disowned by the system and sometimes drown trying to stay afloat. When you establish a strong relationship with a professor you can succeed. Make every student with a disability go out of his way to build a relationship with a professor; you will see a big difference.

Oneonta is a very small community in which the students like to gossip and get involved and into everyone's business and personal lives. The student population is not very large, especially amongst the minority community, which is problematic. Throughout my college career I have found many students to be very quick to judge. I have heard comments from students that I did not know mocking students of color, students with disability, professors with accents and international students. I have found many of the people I have met throughout my 3 years at this college to be very close minded.

I do not know if this is true but I feel that there are not enough scholarships for the international students especially when they arrive here. The admissions process and the international students recruitment process might be separate and it is hard to compare international academics with American academics but at least they should be considered for the scholarships that the American students are considered for. Also remember the fact the international students cannot apply for financial aid and pay more than a citizen student. A tradition that was carried on for more than 15 years ago or even more than that for providing the International club \$100 for food per week for the international coffee hour by the provosts office has been cancelled. It was based on the event when the president once came to the international coffee hour and saw the international students each bringing food items to help each other out (at that time international students and travelling was a very tough decision and was even more difficult). The president told the provost to give the club \$100 so that they could pay for the food for the coffee hours which kept on going for more than 15 years. It would be great if this tradition could be revived. The international students and

international club (International Students Organization ISO) can really help out with diversity related issues because they are the most diverse people on the campus. I also think that the “multicultural club” activities on campus are more visible and frequent and affects people more than from the college administrative side which some of them I still do not know what they do especially what we can hold them responsible for. They need to publicize more of these responsibilities. There should be a student representative in these divisions. Diversity events should be publicized more not just in The Bulletin but also at a student level.

Campus/Classes are very unfriendly to people with visual and cognitive disabilities; as a cancer survivor with chemo and radiation-induced memory loss, as well as partial blindness, I have found myself handicapped by professors who are unwilling to modify their course material to fit special or unique needs. The university does a great job of addressing 'traditional' diversity and obvious disability, but subtle physical and mental disability is ignored.

Hire competent people that enjoy their work.

Since I've been living on the SUNY Oneonta campus I haven't encountered any issues with any other person due to race, ethnicity, socio-economic status, sexual status, or other orientation. I feel that this campus does a good job at creating a positive climate, and that most students and/or staff have been very accepting of others.

I have friends that are of color here and they think a lot of the people who attend and work at Oneonta are racist.

I haven't seen much discrimination and racism around campus, which makes me happy

I think the campus is very accepting and respectful in general.

I think as a whole, the campus is very open-minded and accepting of diversity. I think there are still many individuals, though, that still haven't changed nor are accepting, which creates a stressful environment to some people in the categories mentioned.

I have never been the subject of specific discrimination but I have witnessed others subject to discrimination both on and off campus in the Oneonta community. Once, this was in class: 2 girls loudly put down and demeaned an openly gay, male student on the basis of his clothing choices. Sitting in class I felt uncomfortable, I can only imagine what he felt. The assistant professor could hear the comments and continued with class like it was not going on.

Just being open-minded, more accepting to students of color on this campus otherwise Oneonta could not compete with the other SUNYS who have a safer space zone by including everyone such as Binghamton and Albany

Accepting more students of diverse backgrounds is a good start. Helping to promote workshops and programs by diverse groups such as the Student of Color Coalition, EOP Program, etc more on campus will also help.

I think the survey did a good job covering everything.

Oneonta can improve the campus climate by providing more diversity on campus.

Nothing too much more to add except for my disgust for Greek life related values but that might have to do more with societal issues.

We should not hire more “colorful” staff just because they make campus more “diverse.” Granted, we have a TON of white professors, but if they are the qualified ones, we need to keep our academic integrity.

The question about how respectful people are should have male and female answers for each race/religion. I feel that many African American men have been very respectful (holding doors open, etc.) however I see the female African Americans and Hispanics fighting all the time, making it hard to pick one answer.

I think the sports teams should be more integrated. I personally tried out for a team, but the coach told me that I was close to making it but they had to go with 16 girls, 17 girls would not have hurt the team at all.

I think that SUNY Oneonta have a remarkable campus climate. I have several gay/lesbian/transgender friends who feel extremely comfortable here!

As a resident of Denison hall I feel cheated in an opportunity to grow close to the people I'm living with since I'm going to be moved out in the Spring. This is unfair to me and I feel should not be done to future students unless you can offer this residence hall as a full year and recognized hall.

I did not like that the choice of campus affiliation by department was limited to one choice. I am an Education major, so I chose the first option (I believe it was “Behavioral” or something), but I am also an English major which was a part of the second choice. Other than that, I felt that this survey was well set up and I am comfortable with my choices

I would not feel as comfortable with a non-English speaking staff member only because I am not sure we would understand each other fully. It has nothing to do with his/her ethnic background

Being a transfer student i felt that it was harder for me to make friends and get help from faculty.

In a perfect world, no one would care about the differences of anyone else. All I see when these differences and related programs and activities are highlighted is further division. As a white, male, Christian, straight, middle-class American, I don't receive any special treatment from anyone, nor do I want to. As long as



everyone gets the same opportunities (which I have seen), everything's grand. But when I have to make sure to recognize other people's differences rather than just see them as another person on campus, to me it comes across as condescending for all parties involved. Let everyone live their lives, if they're not hurting anyone then it's not up to us to react in any way.

This survey was too long, it was very hard to focus for such a length of time. I felt more like taking a test.

The campus climate at SUNY Oneonta reminds me of my high school. Since I come from a small town where the atmosphere is very friendly and personable, I wanted to attend a college with a similar atmosphere and SUNY Oneonta is great. The students and professors are friendly and I have always felt safe on campus.

I do not like people drinking as much as they do

Hail Cthulhu

I feel SUNY Oneonta has focused so hard on making people try to feel included, that it has forgotten the main goal is to provide a good, solid education.

I have not been at SUNY Oneonta for very long, so I'm not very familiar with all the clubs, organizations, etc

I think students should be more educated on what poverty really is and how it affects the whole family

I feel that the international fairs and festivals are the most important part of the diversity here simply because it allows people to experience another culture besides the American views. I support more foreign festivals and activities that get people into maybe traditions and foods of other cultures

Issues related to stereotyping should be

Making the campus as diverse as

I do not think there is a problem with the campus climate. I am very comfortable and have not met anyone that does not seem comfortable

I think more students of color should be accepted and more workshops about embracing your race and not letting others put you down for it

Good Survey

I think making a big deal about diversity by having multiple choice questions lump people of different ethnicities into groups for a test is redundant.

I just wish people were more open within the residence halls.

I feel like the more special interest groups there are available, the school may be helping these special groups feel more at home, but at the same time, these groups could be dissuading students to join other groups or to mingle with people who aren't of the same ethnicity/sexuality/age and therefore is making for a more segregated campus rather than the goal it is actually trying to achieve

I think that in an effort to include certain cultural groups, others are neglected. A fair and even representation of many cultures would be more beneficial than devoting time to "under represented" groups.

I'm satisfied with the "FYE" program. It makes freshman feel comfortable, and easy to adjust. As well as making friends and meeting people

Haven't seen a problem yet, keep going how your going.