Office of Diversity & Affirmative Action

Stony Brook University Campus Climate Survey Report: 2004-5

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INTRODUCTION

The initial impetus for this survey emerged at the President's Advisory Council for Diversity and Affirmative Action, with enthusiastic support from a wide range of diversity-related constituent and/or interest groups. The President's office emphatically endorsed the need for an accurate picture of how staff and faculty at Stony Brook University experience and relate to inclusiveness or lack thereof at Stony Brook. In addition, in accordance with the Stony Brook Five Year Plan 2000-2005, the Office of Diversity and Affirmative Action is preparing to institute University-wide mandatory diversity training. The Campus Climate Survey is intended also to serve as a needs assessment tool for this training initiative.

There is evidence in the literature that members of underrepresented groups at many universities find their working environments to be less hospitable than do people from the majority groups at the same universities. These studies further indicate that beginning from their experience of recruitment and continuing throughout their working careers, underrepresented faculty and staff experience more isolation, less support and a lack of equity in their treatment by both their majority peers, superiors, and by the institutions for which they work (Gubitosi-White, 1998, Center for the Study of Higher and Postsecondary Education and the Center for the Education of Women, 1999, Turner, 2000, 2003).

In addition to bias and bigotry based on gender, race and ethnicity, prejudice regarding sexual orientation and religion has been reported on campuses in the United States. For example, Rankin (2003) conducted a nationwide survey of administrators, faculty, staff and students at fourteen universities to assess the "climate" for lesbians, gay men, bisexuals and transgendered people. She found that 29% had experienced heterosexist harassment in the previous year. During that time, 27% had intentionally concealed their sexual orientation out of fear of discrimination. With regard to religion, university faculty and staff have been found to have relatively low incidence of "hard core" anti-Semitic beliefs. However a study sponsored by the Anti-Defamation League (2002) has found that 5% do harbor such sentiments. Also, the Council on American-Islamic Relations (CAIR) documented an increase of anti-Muslim incidents in 2002. While not specifically noted on university campuses, universities are not immune to such tensions.

In addition to concerns about challenging bias, the Boyer Commission Report (1998) highlighted the importance of diversity and a university community climate that honors people's differences.

> Diversity of backgrounds and approaches enriches the process of discovery, the ways of thinking about solving problems, the multiple modes of communicating ideas. Therefore a comfort level with difference, as well as flexibility to learn in various ways, must emanate from the institution.

Climate surveys serve as an essential means for determining the nature of universities' "campus climate" in order to gauge how campus communities are responding to demographic changes, to the need to foster inter-group cooperation and to the need to evaluate university communities' "comfort level with difference." Stony Brook University's

Campus Climate Survey is intended as a significant tool for achieving these ends within our university community.

Structure of the Report

This report is structured in the following way. The first section, the Survey Findings identifies the demographics of survey respondents, and includes an overview of survey results with selected noteworthy findings. Following the Survey Findings are five independent summary sections. Each represents the survey findings related to the experience of people from the five target populations relative to the majority population. These groups reflect the primary constituencies who joined in the initial conception and development process of the survey. The groupings are defined by (1) Race/Ethnicity, (2) Gender, (3) Religion, (4) Sexual Orientation, and (5) People with Disabilities. By structuring the report in this way, we hope to make the findings more accessible and usable by the University and by the various constituent groups.

CAMPUS CLIMATE SURVEY: DESIGN

The survey was designed by an Advisory Committee of individuals from throughout Stony Brook University, representing non-majority populations who are typically underrepresented and/or targets of prejudice and discrimination: people of color, people with disabilities, lesbian, gay, bisexual and transgendered people, people of non-majority religious and ethnic backgrounds and people for whom English is a second language. In designing the survey instrument throughout the 10 drafts, we endeavored to ensure that work-life related issues and concerns reflected the actual experience of people from these groups at various levels of the occupational structure at Stony Brook. Five dimensions of campus climate emerged from a review of the literature and from our meetings with the Advisory Committee and representatives of the various constituencies. These included: Overall Climate, Acceptance and Inclusion, Equality and Equity, Respect, Diversity and Safety. Dr. Judith Tanur (Department of Sociology) and Dr. Norman Goodman (Department of Sociology), both of whom have distinguished scholarly experience in survey research, reviewed and gave valuable input to the survey instrument.

The survey contained 16 demographic items covering gender, age, disability, race/ethnicity, sexual orientation, religion, marital status and education. In addition, respondents were asked to identify their position, part- or full-time status and bargaining unit. We asked respondents to answer a total of 139 questions addressing the six overall dimensions of campus climate.

In addition, as part of the University's five-year plan to begin mandatory diversity training, we asked respondents to rate the perceived importance of ten potential training topics and asked them to suggest other training topics that they believe are important to diversity training. A copy of the survey instrument is located in Appendix A.

THE CAMPUS CLIMATE SURVEY: DISTRIBUTION & RESPONSE

The survey was distributed with paychecks to 12,500 university employees in March 2004. In addition, a Spanish version of the survey was made available. A total of 2,833 completed surveys were returned, for a total response rate of 23%.

The survey was distributed to every paid employee of SUNY Stony Brook and the Research Foundation of SUNY. Completion of the survey was completely voluntary. In an effort to encourage maximum participation in the study, we met with leaders from groups all over the campus to explain the survey and to encourage their cooperation in influencing as many people as possible on campus to complete the survey. In addition, we sent out post cards to all employees telling them that the survey was coming and that they should complete and return the survey. Also, we emailed all faculty and staff to notify and remind them to complete the survey. Posters matching the post cards were distributed throughout the campus.

METHODOLOGY

Data Collection

Joining a growing list of major universities[1] to have undertaken a University-wide campus climate survey, Stony Brook University's "campus climate" survey addressed issues of perceived fairness, respect, and inclusiveness experienced by all staff and faculty. The survey included concerns of specific non-majority perceptions as well as attitudes by all about diversity. The survey was attached to employees' paychecks to ensure that every employee received a copy. In addition to the survey, employees received a return stamped envelope addressed to a firm in Ohio where the completed score sheets were processed. We chose an out of state firm in order to reassure the respondents about the separation of the data from the administration.

Limitations

We would have liked to ask respondents to report the department or area in which they worked in order to analyze differences among these groups. However, the small numbers of non-majority individuals in certain areas would have made their anonymity impossible to protect thus discouraging their participation.

Campus Climate Conceptual Framework

Overall campus climate assessment. The overall assessment of the campus climate was captured by asking respondents two questions. First, we asked whether or not respondents would choose to work at Stony Brook again. Next, we asked if Stony Brook is a good place to work if you are a: person of color, a woman, an ethnic minority, a religious minority, a person with a foreign accent or limited English, a person with a disability, a lesbian, gay or bisexual person, a person from another country and a person with physical differences.

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[1] University of Massachusetts, Purdue University, University of Oregon, University of Florida, University of Wisconsin-Madison, University of Dayton, Pennsylvania State University, University of Pennsylvania, U.C. Riverside,

Acceptance and inclusion. We asked respondents if they believe there is opportunity to affect policies in their department and at Stony Brook as a whole. Next, we asked if there was a fair representation of women, people of color, different ethnic groups, lesbians, gay men and bisexuals, people of different religious beliefs, and people with disabilities on policy or decision making committees.

In an attempt to further capture the concepts of acceptance and inclusion, we asked respondents to rate their level of agreement on four statements:

- I feel like "part of the family/team" at this university/hospital/nursing home.
- Stony Brook is concerned about my well-being.
- I feel a strong sense of belonging to this university/hospital/nursing home.
- I interact socially with my coworkers.

Equity and equality. We asked respondents to rate their level of agreement that promotions in their department and at Stony Brook are given regardless of being a member of a "minority group." We also asked them to rate how fair they believe their salary is compared to staff/faculty/administrators of the same rank/experience within their department. Respondents were asked if they believe that women and people of color are appointed to less important committees and task forces. Finally, we asked if they believe that Stony Brook is accessible to people with disabilities.

Safety. In order to capture the concept of safety, we asked respondents to rate their perception of the level of acceptability in their work unit to make fun of people based on ethnicity, race, gender, sexual orientation, abilities, religious beliefs, physical differences, and foreign accent/limited English. In addition, we asked respondents if they believed that their superiors would support them if they reported that they had been harassed by (1) a coworker, and (2) by their supervisor. Next, we asked respondents to rate the frequency with which they have either experienced or observed harassment by (1) faculty or staff, and (2) students/patients in the past two years on campus. Lastly, we asked respondents to rate their level of agreement on whether an individual would be committing "career suicide" in their department by acknowledging (1) feeling discriminated against, and/or (2) being lesbian, gay or bisexual, or (3) transgendered.

Respect. In order to capture the degree to which respondents feel respected on campus, we asked respondents to rate their level of agreement as to whether or not they have received support and/or mentoring from colleagues/coworkers and whether or not their Chair/supervisor has demonstrated regular interest in their professional/job related growth towards promotion. Next, we asked them to rate their level of agreement that all people who work at Stony Brook, including people of color, women, lesbian/gay/bisexual people, people with disabilities and non-Christians, are respected by administration, support staff, professional/clinical staff, their immediate supervisor, faculty and co-workers.

Diversity. We asked respondents to rate their level of agreement that Stony Brook has a real commitment to diversity, that there is sufficient attention to issues of diversity at Stony Brook, and that Stony Brook has done a good job of providing programs and activities that promote multicultural understanding. We also asked respondents' level of agreement with the statements "concern about diversity is appropriate in a university/hospital setting," and “minorities have too many advantages in the workplace at Stony Brook.” We asked if the effort made by SBU/Hospital/LISVH to improve relations and understanding between people of different racial/ethnic backgrounds is too little, about right or too much. We asked respondents if Stony Brook has a policy statement prohibiting discrimination based on sexual orientation (which Stony Brook does in fact have). Finally, we asked respondents if they agree or disagree that discrimination is “a thing of the past.”

Data Analysis

Completed surveys were returned by mail by the respondents using self-addressed stamped envelopes directly to Exact Data, a company located in Ohio, who was contracted to receive and input the data into an SPSS data file. In this way, the answers were ensured to be anonymous and the data could then be transferred to us via email for statistical analysis. The data file was cleaned and reduced. Summary variables were created and categories were collapsed. New variables were created. Frequencies and crosstabulations were performed. We used the chi-square statistical procedure[2] to identify statistically significant relationships between variables.

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[2] If p<.05, then there is less than a 5 in 100 chance that the finding would happen by chance alone. If p<.01, then there is a 1 in 100 chance that the finding would happen by chance alone. Similarly, if p<001, there is a less than one in 1000 chance that the finding would happen by chance alone.

SURVEY FINDINGS

DEMOGRAPHICS

Demographics: Position/Location

At 24.5% of the total completed surveys returned, faculty were the largest cohort completing the survey. Table 1 below presents the number and percent of completed surveys returned by position.

Table 1. Completed surveys returned, by position (n = 2288). *

POSITION	Percent
ADMINISTRATION	3.2%
HOSPITAL	10.3%
PHYS. PLANT/TECHNICAL	3.8%
UNIFORMED SERVICES	1.3%
CLERICAL	9.6%
RESEARCH FOUNDATION	17.8%
FACULTY	24.5%
SUPERVISORY	9.2%
PROFESSIONAL/NON-TEACHING	20.3%
TOTAL	100%

*545 missing responses.

Demographics: Racial Identity

The University workforce statistics show that 73% of employees are white, 7% are black, 14% are Asian and 6% are Hispanic. Demographics of survey respondents generally matched these figures; however, black and Asian employees were underrepresented among respondents. Table 2 below presents the sample by race.

Table 2. Percent of sample, by race (n = 2722).*

RACE	Percent of sample
WHITE	78.9%
BLACK/AFRICAN AMERICAN	4.6%
HISPANIC	6.2%
ASIAN/PACIFIC ISLANDER	8.7%
NATIVE AMERICAN/ALASKAN	1.5%

* 111 missing responses.

Demographics: Gender

Official University records report that in 2003, women made up 67% of the Stony Brook University workforce. Similarly, the majority of survey respondents were female (71%, 1953). Two respondents self-identified as male transgender and two self-identified as female transgender. About 3% (83) of respondents declined to answer this item.

Demographics: Sexual Orientation

The majority of respondents self-identified as heterosexual (93%, 2451). Approximately 7% (178) self-identified as lesbian, gay or bisexual (LGBT). There were 204 (7%) missing responses to this item.

Demographics: Age

Reported respondent ages ranged from 18 to 78 years. The mean age was 43.74 (median 45.00, mode 50.00, standard deviation 11.84). Over half of respondents , 54.7%, reported ages between 40 and 59 years. Table 3 below presents the frequency and percent of respondent age categories.

Table 3. Frequency and percent of respondent age, by category (n = 2,467).*

AGE CATEGORY	Percent
18 – 21	0.7%
22 – 29	15.0%
30 – 39	20.2%
40 – 49	28.8%
50 – 59	25.9%
60 – 69	8.5%
70 – 79	0.9%
TOTAL	100.0%

* 366 missing responses.

Demographics: Disability status

Nine percent (253) of respondents self-identified as a person with a disability. Approximately 20% of people who reported having a disability also reported that their particular disability is visible to others.

Demographics: Religion

Respondents reported belonging to a wide variety of religious denominations, with the majority identifying as “Christian.” Those who identified with a Christ-based faith were categorized as “Christian.” Responses were recoded into “Christian”(72.3%, 1,638) and “non-Christian (27.7%, 628) Table 4 presents the frequency and percent of respondent religious identity.

Table 4. Frequency and percent of respondent religious identity (n = 2,266).*

Religion	Percent
Christian	72.3%
Jewish	9.3%
Muslim/Islamic	1.1%
Hindu	1.3%
Buddhist	0.8%
Agnostic/Atheist	4.1%
None	9.2%
Other	1.9%
TOTAL	100.0%

* 567 missing responses.

Demographics: Bargaining Unit

The majority of respondents reported belonging to the bargaining unit UUP (52%). Thirteen percent reported having no bargaining unit affiliation. Table 5 below presents reported bargaining unit membership.

Table 5. Bargaining unit membership (n = 2,352).*

BARGAINING UNIT	Percent
UUP	52%
CSEA	19%
PEF	10%
MGMT CONFIDENTIAL	3%
OTHER	3%
NYSCOBA	<1%
COUNCIL 82	<1%
NONE	13%
TOTAL	100.0%

* 481 missing responses.

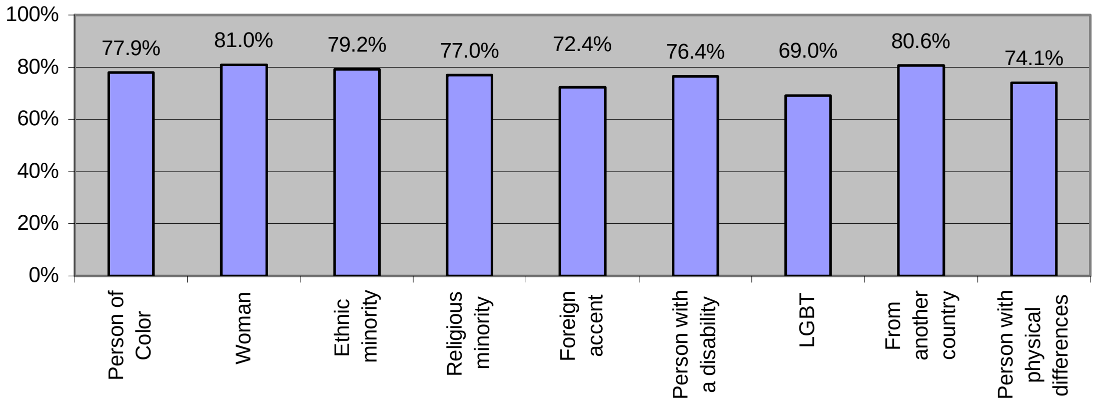
OVERALL CLIMATE

The survey items attempted to capture respondent's perceptions of campus climate on several dimensions: Acceptance and Inclusion, Equity and Equality, Safety, Respect, and Diversity. This report is organized along these categories.

OVERALL CLIMATE

The majority of survey respondents (84.0%) said that they would choose to work at Stony Brook University/Hospital/LISVH again. We asked respondents to rate their level of agreement as to whether or not they think that Stony Brook is a good place to work if one is a member of nine non-majority groups- a person of color, a woman, an ethnic minority, a religious minority, a person with a foreign accent, a person with a disability, a lesbian, gay or transgendered person, a person from another country, and a person with physical differences. On average, seventy percent agreed that Stony Brook is a good place to work if one is a member of any of the nine listed non-majority groups. Respondents were most likely to agree with the statement "Stony Brook is a good place to work if one is a woman" (81.0%) and least likely to agree with the statement "Stony Brook is a good place to work if a person is a lesbian, gay male, bisexual or transgendered person" (69.0%). Chart 1 below presents percent agreeing that Stony Brook is a good place to work if you are each of nine groups.

Chart 1. Percent agreeing that Stony Brook is a good place to work if you are a … "*

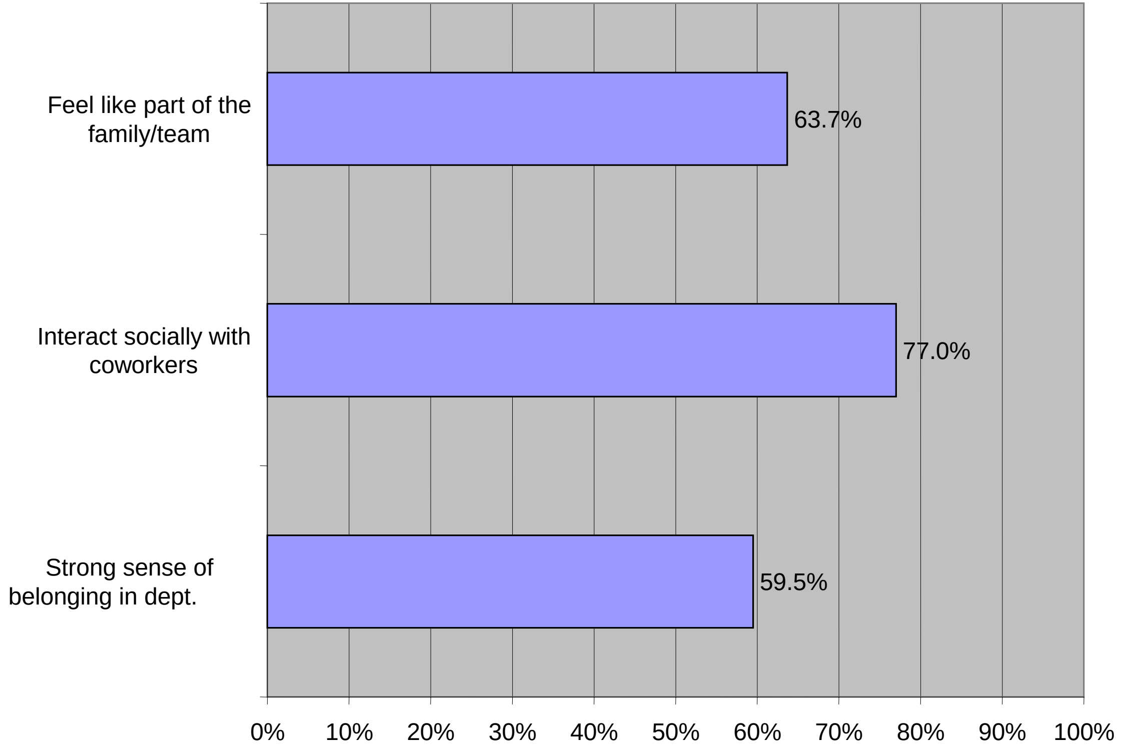


*POC (n = 2730) Woman (n = 2749) Ethnic minority (n= 2742) Religious minority (n = 2740) Foreign accent (n = 2749) Person with disability (n =2741) LGBT (n=2734) From another country (n = 2741) Person with physical differences (n=2743)

Acceptance and Inclusion

Overall, nearly two-thirds of respondents (63.7) agreed with the statement "I feel like a part of the family/team at the University/Hospital/Long Island State Veteran's Home." Almost 4/5 (63.7%) of respondents reported that they interact socially with their co-workers. Chart 2 below presents the percents of respondents who agreed with the statements "I have a strong sense of belonging in my department/work unit," "I interact socially with my co-workers" and "I feel that I am a part of the family/team."

Chart 2. Percent agreeing that they feel like part of the family/team, interact socially with co-workers and have a strong sense of belonging.*



*Feel like part of the team (n= 2782) Interact socially with co-workers (n= 2790) Strong sense of belonging (n= 2723)

Inclusion refers to the degree to which members of non-majority groups are integrated into the social fabric of their working context at the university/hospital/LISVH setting. Thus, the individual level of agreement varies based on the group membership to which one belongs. Although the majority of all survey respondents reported that they agreed with the inclusion items, when we examined responses from members of non-majority groups, we found variation in their sense of "feeling like part of the family/team."

For example, when we compared by race, we found that there is a noteworthy disparity between the experience of blacks and all others with regard to "feeling like part of the family/team" (white, 65.1%, black, 55.4%). Similarly, when we compared agreement with the item "I feel a strong sense of belonging to this university/hospital/nursing home," we found variation between the majority and non-majority groups. Noteworthy is the disparity between black and white respondents who report "strongly agree or agree." This disparity reflects a sense of ambivalence among some blacks, as evidenced by the 21.1% of blacks (nearly three times as many as whites) who report that they cannot decide whether or not they have a sense of belonging to this University/Hospital/LSVH. In addition, blacks were less likely than whites to report a strong sense of belonging (44.7% of blacks compared to 61.2% of whites). There was little variation among whites, Hispanics/Latinos, Asian/Pacific Islanders and Native American/Alaskans as to level of belonging.

People with disabilities were less likely than people without disabilities to agree that they feel a strong sense of belonging to the university/hospital/nursing home. Table 6 below presents responses to the item "I feel a strong sense of belonging to this university/hospital/nursing home.” LGBT individuals were more likely than heterosexuals to disagree that they feel a strong sense of belonging. Table 6 below presents comparisons between majority and non-majority group responses to this item.

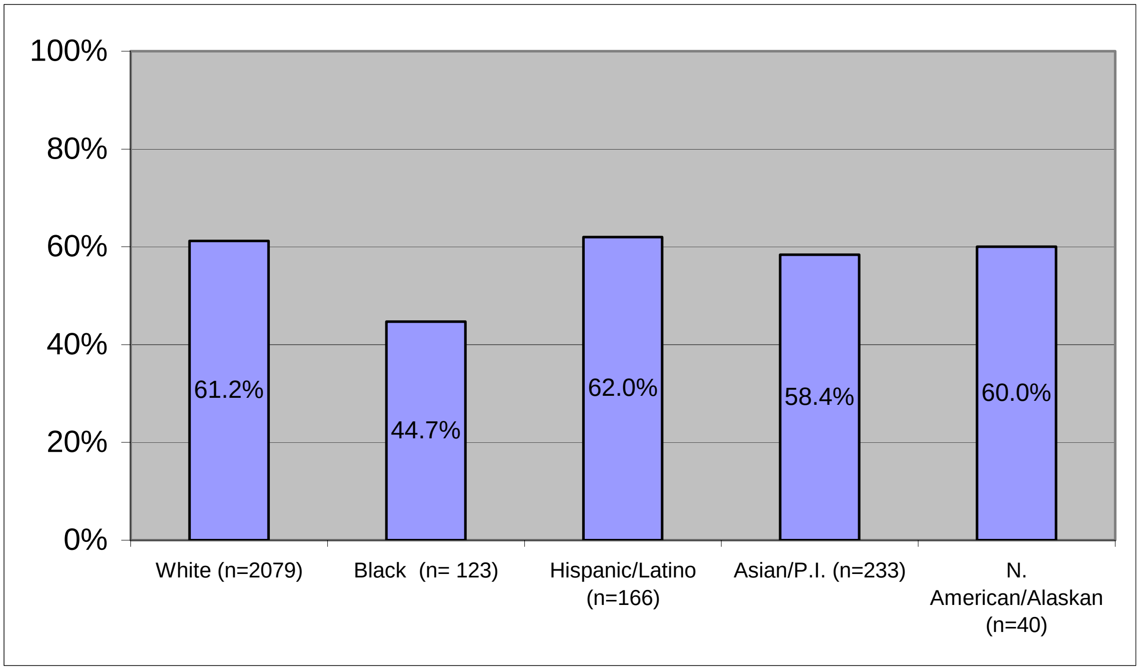
Table 6. Percent agreeing to the statement “I feel a strong sense of belonging to this University/hospital/nursing home,” by group membership.

	Percent	Total
by Gender***		
Female	60.4%	1885
Male	58.7%	784
by Race***		
White	61.2%	2079
Black	44.7%	123
Hispanic/Latino	62.0%	166
Asian/P.I.	58.4%	233
N. American/Alaskan	60.0%	40
by Disability Status*		
People w/Disability	53.9%	241
People w/out Disability	60.4%	2399
By Sexual Orientation *		
LGBT	58.7%	172
Heterosexual	59.6%	2374
by Religious Faith**		
Christian	14.0%	1638
Non-Christian	17.5%	628

*p<.05 **p<.01 ***p<.001

When we compared responses by race/ethnic group, we found a statistically significant relationship between race and agreement with the statement of belonging (p <.001). Blacks (44.7 %) were the least likely group to agree to the statement “I feel a strong sense of belonging to this University/hospital/nursing home” compared to other race/ethnic groups. Chart 3 below presents sense of belonging by race/ethnicity.

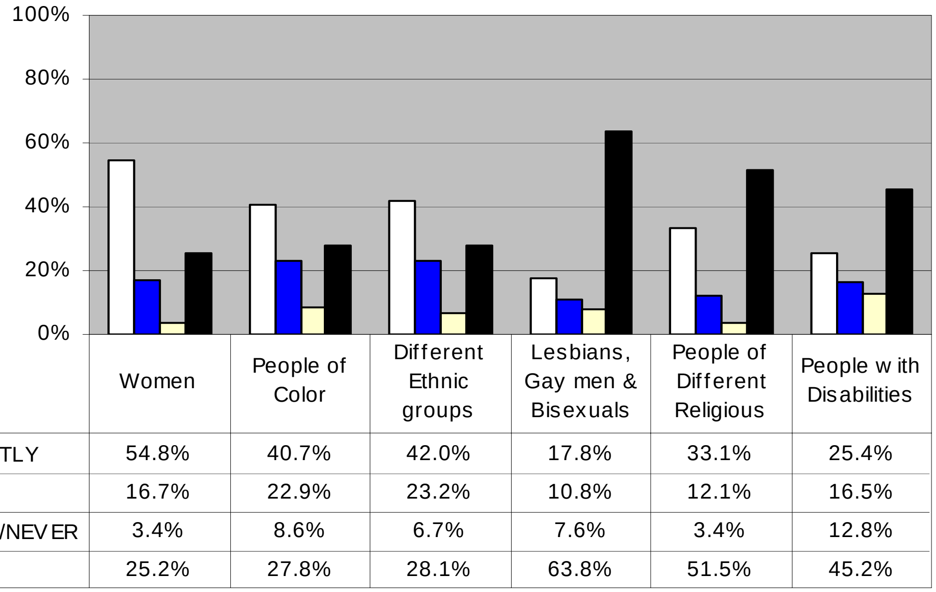
Chart 3. Comparison of percent agreeing to the statement “I feel a strong sense of belonging to this University/hospital/nursing home,” by race/ethnicity.*



*p < .001

Another aspect of one’s sense of “inclusion” is the perception that policy-making bodies include a fair representation of diverse groups. All respondents were asked whether they thought that policy or decision-making committees have a fair representation of six non-majority groups- women, people of color, different ethnic groups, lesbians, gay men, bisexuals, people of different religious backgrounds and people with disabilities. Between 25.2% and 28.1% of respondents reported they don’t know if committees have a fair representation of women, people of color and different ethnic groups. Half (49.5%) of the lesbian, gay, bisexual and transgendered people at Stony Brook reported that they are not “out” in their departments/work units, that is that they are not publicly known to the people in their departments to be gay. Therefore, it is not surprising that nearly two thirds, 63.8% of the overall respondents, report that they do not know whether committees have a fair representation of lesbian, gay and bisexual people. In addition, 51.5% of all respondents said they did not know if committees have a fair representation of people of different religious backgrounds. Chart 4 below presents fair representation findings.

Chart 4. Perceived frequency with which policy or decision making groups have a fair representation of six non-majority groups.*



	Women	People of Color	Different Ethnic groups	Lesbians, Gay men & Bisexuals	People of Different Religious	People with Disabilities
☐ ALWAYS/MOSTLY	54.8%	40.7%	42.0%	17.8%	33.1%	25.4%
🟦 SOMETIMES	16.7%	22.9%	23.2%	10.8%	12.1%	16.5%
🟨 HARDLY EVER/NEVER	3.4%	8.6%	6.7%	7.6%	3.4%	12.8%
■ DON'T KNOW	25.2%	27.8%	28.1%	63.8%	51.5%	45.2%

* Women (n= 2768) People of Color (n = 2778) Ethnic Groups (n = 2779) LGBT (n = 2780) Religious Groups (n = 2772) People with Disabilities (n = 2763)

We asked respondents if they believe that there is lots of opportunity to affect the policies that are developed (1) in their department, and (2) at Stony Brook University as a whole. Just over half (50.8%) agreed that there is lots of opportunity to affect the policies that are developed in their department. Fewer (36.2%) agreed that there is lots of opportunity to affect policies at Stony Brook as a whole

EQUITY AND EQUALITY

We asked respondents how fair they believe their salary is compared to staff/faculty/administrators of the same rank/experience within their department. Nearly 40% of respondents said that their salary is either “somewhat unfair” or “very unfair.” Table 7 below shows the distribution of respondents’ perception of salary fairness.

Table 7. Perception of salary fairness.*

BETTER THAN FAIR	FAIR	SOMEWHAT UNFAIR	VERY UNFAIR	DON’T KNOW	DOESN’T APPLY	TOTAL
3.6%	32.5%	22.8%	16.6%	20.5%	4.0%	100.0% 2793

* 112 missing responses.

As a means to ascertain whether there are groups at Stony Brook who perceive that minorities are more likely to receive promotions as a result of their group membership, we asked whether the respondents agreed with the statement “Promotions are given regardless of the group to which one belongs.” Nearly three-quarters (65.9%) of respondents agreed with the statement that promotions are given regardless of whether one is a member of a minority group in their department and 53.2% agreed that promotions are given regardless of whether one is a member of a minority group at Stony Brook as a whole. It is notable that nearly half of respondents believe that at Stony Brook as a whole, determination for promotions is based on group membership.

In contrast, nearly one-quarter of respondents (24.1%) agreed with the statement “Compared to men, women are appointed to less important committees and task forces.” Fewer (15.7%) agree with the statement “Compared to others, people of color are appointed to less important committees and task forces.”

Overall, 80.5% of respondents agreed with the statement “Stony Brook is accessible to people with disabilities.”

RESPECT

We asked respondents to rate how often they believe people are respected at Stony Brook by six categories of Stony Brook University personnel - coworkers, faculty, supervisors, professional/clinical staff, support staff and administration. In addition, we asked respondents to rate how often they believe people are respected by students/patients/residents at Stony Brook. Respondents reported that they believe administration and faculty are least likely to respect people and most likely to report that coworkers respect people at Stony Brook. Respondents were most likely to say that they believe people are “hardly ever/never” treated with respect by administration. Chart 5 below presents findings by personnel category.

Chart. 5. Perceived frequency of respectful treatment of people at SB by personnel category.

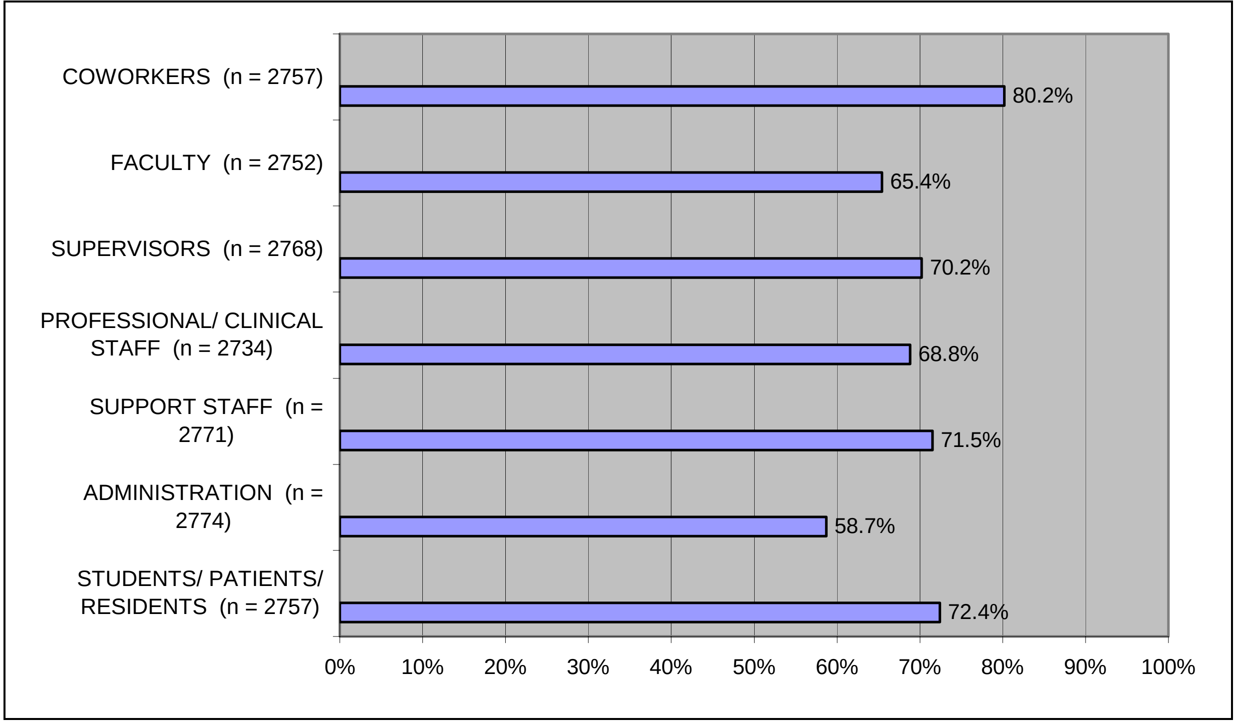


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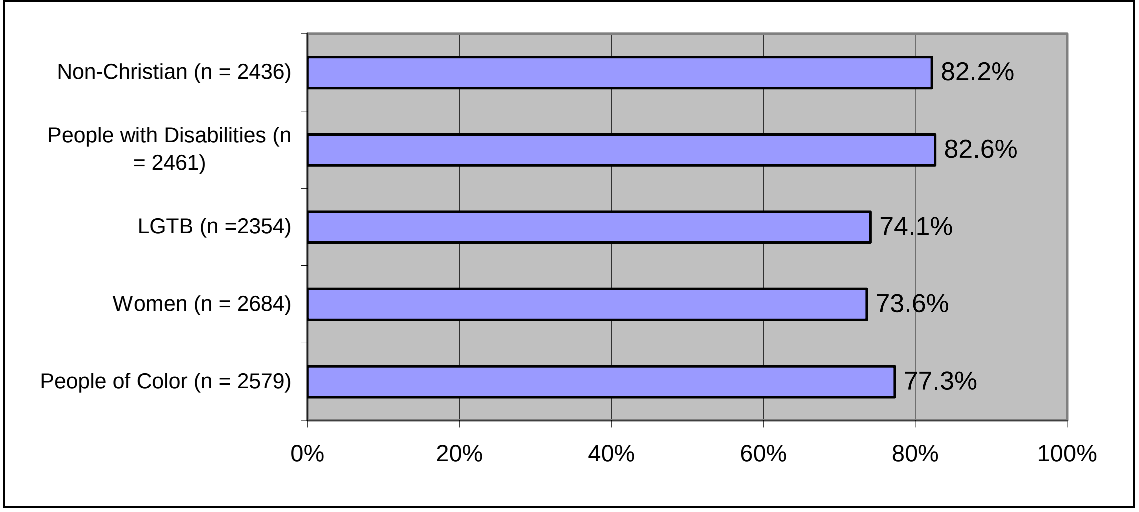
Chart 6 below presents percent of respondents who said that faculty "always/mostly" respect people from five non-majority groups: Non-Christian's, People with Disabilities, LGBT's, Women and People of Color.

RESPECT: FACULTY

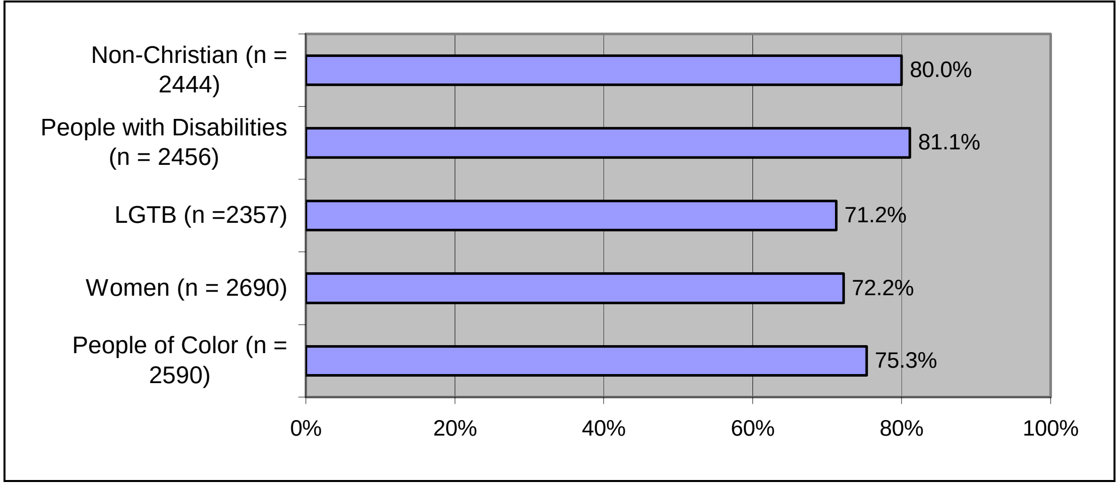
Chart 6. Percent saying that FACULTY "always/mostly" respect people from non-majority groups at Stony Brook.



RESPECT: ADMINISTRATION

Chart 7 below presents percent of respondents who report that administration "always/mostly" respect people from five non-majority groups.

Chart 7. Percent saying that ADMINISTRATION "always/mostly" respect people from non-majority groups at Stony Brook.

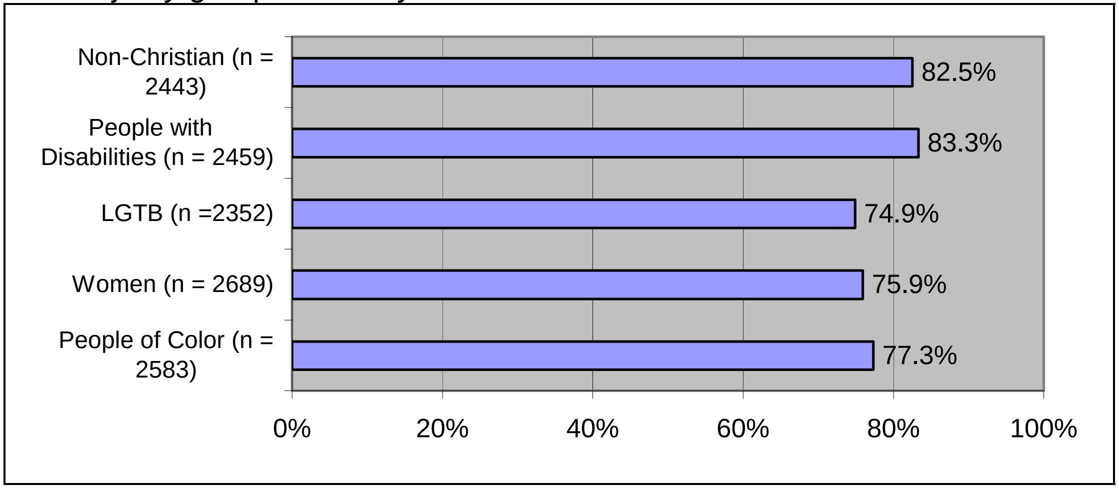


Respondents were most likely to report that people with disabilities and non-Christians were respected by Administration "always or mostly." Lesbian, gay men and bisexuals were the least likely (71.2%) to be perceived by respondents as “always or mostly” being treated with respect by Administration, closely followed by women at 72.2%.

RESPECT: SUPERVISOR

Chart 8 below presents percent of respondents who report that supervisors “always/mostly” respect people from five non-majority groups.

Chart 8. Percent saying that SUPERVISORS “always/mostly” respect people from non-majority groups at Stony Brook.

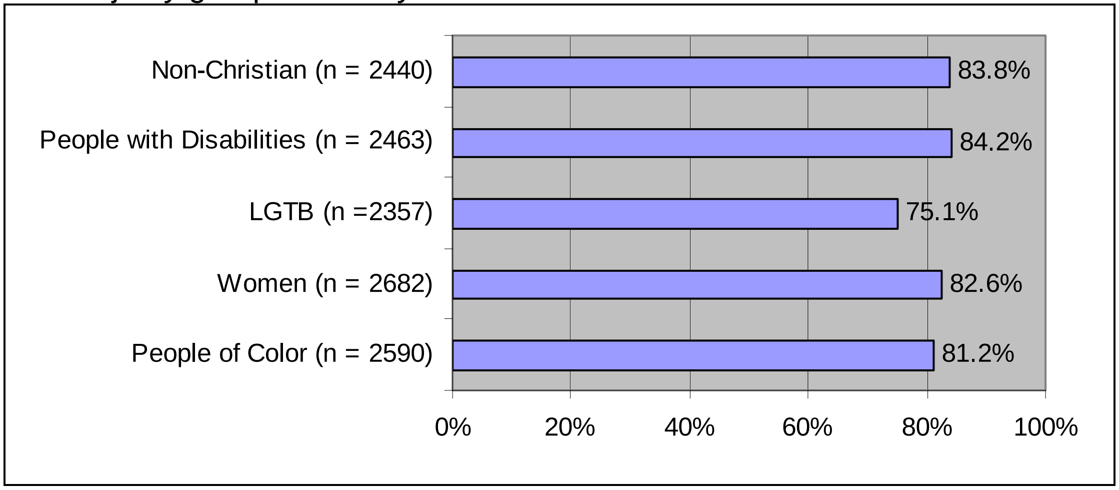


When we examine the percentage of respondents to report that co-workers “always/mostly” respect people in five groups, we see that 4/5 or more report that co-workers “always/mostly” respect people of color, women, people with disabilities and non-Christians. Less, three-quarters of respondents report that co-workers “always/mostly” respect lesbian, gay, bisexual or transgender people. Chart 8 below presents these findings.

RESPECT: CO-WORKERS

Chart 9. below presents percent of respondents who report that faculty “always/mostly” respect people from five non-majority groups.

Chart 9. Percent saying that CO-WORKERS “always/mostly” respect people from non-majority groups at Stony Brook.



One way that an institution conveys respect for employees is through the support and/or mentoring they receive from supervisors and colleagues. Overall, nearly half of survey respondents, 49.1%, reported that they receive support/mentoring from colleagues “always or mostly.”

Just over half (50.9%) of the women respondents and 45.5% of men reported that they receive support/mentoring from colleagues “always or mostly.” Overall, 41.9% of respondents reported that their Chair/Supervisor has “always or mostly” demonstrated regular interest in their professionally related growth toward promotion. While only 2/5 of respondents report receiving such support from their Chair/Supervisor, men and women report remarkably similar experiences with regard to mentoring by supervisors or chairs: 42.0% of women and 42.3% of men said that they “always or mostly” experience regular interest in their professional/job-related growth from their Chair/Supervisor.

DIVERSITY

In order to understand respondents’ perceptions about diversity and how Stony Brook addresses issues related to diversity, we asked respondents to rate their agreement with the following statements:

“Stony Brook has a real commitment to diversity”
“There is sufficient attention to diversity issues at Stony Brook”
“Concern about diversity is inappropriate in university/hospital/nursing home settings”
“Minorities have too many advantages in the workplace at Stony Brook”
“Discrimination is a thing of the past”

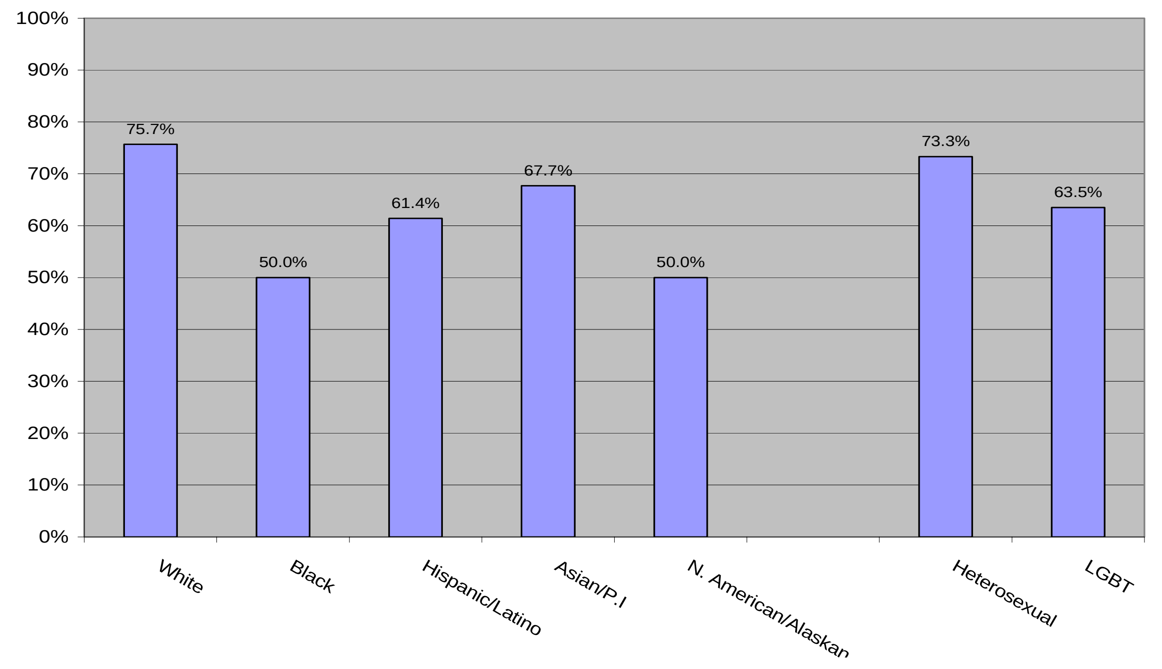
Most respondents (84.1%) agreed that Stony Brook has a real commitment to diversity. Fewer, but still the majority (72.2%), agreed that there is sufficient attention to diversity issues at Stony Brook.

In addition, 16.8% agreed with the statement “Concern about diversity is inappropriate in a University/Hospital/nursing home setting.” When asked if they agree with the statement “Discrimination is a thing of the past,” 16.7% agreed. Slightly more (19.2%) agreed with the statement “Minorities have too many advantages in the workplace at Stony Brook.”

We asked respondents if Stony Brook’s effort to improve relations and understanding between people of different racial/ethnic groups is “too little,” “about right” or “too much.” Many respondents (42.6%) said that Stony Brook’s effort is “about right,” 15.2% said “too little” and 7.5% said “too much.” Interestingly, 34.7% said they “don’t know” whether Stony Brook’s effort to improve relations and understanding between people of different racial/ethnic groups is too little, too much or about right.

When we compared agreement levels to diversity statements by non-majority groups, we found divergent opinions. Chart 10 below presents the percent of respondents by race/ethnicity and sexual orientation agreeing to the statement “There is sufficient attention to issues of diversity at Stony Brook.”

Chart 10. Percent agreeing to the statement “There is sufficient attention to issues of diversity at Stony Brook,” by race/ethnicity and sexual orientation. *



*p< .001
White (n = 2105) Black (n= 126) Hispanic/Latino (n= 166) Asian/PI (n=235) N. American/Alaskan Native (n= 42), Heterosexual (n=1765), LGBT (n=113).

There was a statistically significant relationship between race and agreement that there is sufficient attention to issues of diversity at Stony Brook (p<.001). Although just over three-quarters of whites agreed with the statement that there is sufficient attention to diversity issues at Stony Brook, only 50.0% of black and 50.0% of Native American/Alaskan respondents agree that Stony Brook’s attention to diversity is sufficient. In addition, although 73.3% of heterosexuals agree that there is sufficient attention to diversity issues at Stony Brook, only 63.5% of LGBT respondents agreed with the statement.

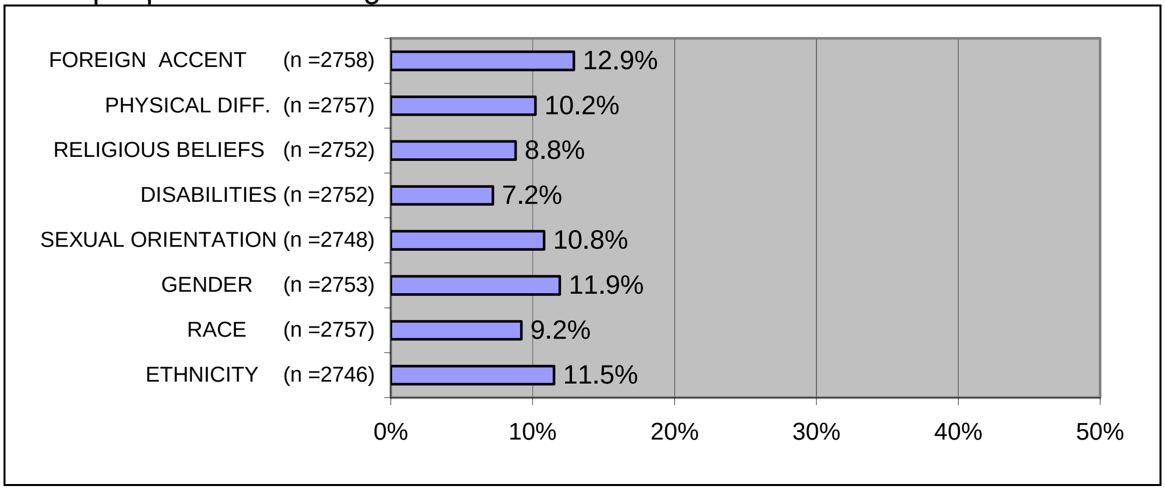
As a way to gauge the visibility / invisibility of issues related to sexual orientation, we asked about familiarity with Stony Brook's non-discrimination policy regarding sexual orientation. Stony Brook does in fact have a policy prohibiting discrimination based on sexual orientation and the majority of respondents (70.5%) said that they were aware of it. However, it is noteworthy that 28.6% said that they do not know if Stony Brook has such a policy.

SAFETY

Safety is an integral dimension of campus climate. In an effort to capture the sense of safety in the workplace, respondents were asked to rate their perception of how acceptable it is in their department/work unit to make fun of people on eight distinct characteristics - ethnicity, race, gender, sexual orientation, disability, religious belief, physical differences and foreign accent.

Respondents generally agreed that it is unacceptable in their department to make fun of people based on the eight distinct characteristics. However, of those who reported that it is acceptable in their department/work unit to make fun of people, respondents were most likely to report that, in their perception, it is acceptable to make fun of people on the basis of foreign accent (12.9%) and least likely on the basis of disability (7.2%). Chart 11 below presents the percent of respondents who thought that in their department/work unit it is acceptable to make fun of people, by characteristic.

Chart 11. Percent saying that it is acceptable in their department/work unit to make fun of people based on eight characteristics.



An additional dimension of safety is the sense that respondents have that they would be supported if they reported that they had been harassed at work. Just over three-quarters of respondents (75.8%) agreed with the statement "I believe that I would be supported by my superiors if I reported that I had been harassed by a co-worker." Fewer (62.6%) agreed with the statement "I believe that I would be supported by my superiors if I reported that I had been harassed by a supervisor."

Respondents were asked to rate their level of agreement with several items related to committing “career suicide.” Nearly one-quarter of respondents (23.9%) agreed with the statement “Anyone who would publicly raise an issue about feeling discriminated against would be committing “career suicide” in my department.” Only 8.3% agreed with the statement “Anyone who came out as a lesbian, gay man or bisexual to colleagues in my department would be committing ‘career suicide’” and 11.0% agreed with the statement “Anyone who came out as a transgendered person to colleagues in my department would be committing ‘career suicide’”

HARASSMENT AT STONY BROOK: PAST TWO YEARS

We asked respondents if they had either observed or experienced eight types of harassment by faculty or staff and by students/patients/residents on campus at Stony Brook University during the past two years. Nearly half of respondents (47.4%) reported that they had experienced harassment by students/patients/residents during the past two years. Less (34.8%) reported observing harassment by students/patients/residents during the past two years. Over half of respondents (56.9%) reported experiencing harassment by faculty/staff during the past two years. Less (47.9%) reported observing harassment by faculty/staff.

Table 8 below presents the percent of respondents who reported observing or experiencing harassment by faculty or staff during the past two years on campus based on eight identified types of harassment. Respondents were most likely to report having observed harassment based on foreign accent (29.4%) and least likely to report having experienced harassment based on disability (2.5%).

Table 8. Percent of respondents reporting observed and experienced harassment by faculty/staff on campus, past two years.

Type of Harassment	TYPE OF HARASSMENT EXPERIENCE BY FACULTY/STAFF	
	OBSERVED HARASSMENT	EXPERIENCED HARASSMENT
Total	N=2700 Percent	N= 2680 Percent
Foreign accent	29.4	7.5
Sexual	23.6	10.8
Ethnicity	19.0	7.1
Racial	16.7	6.2
Gender	24.9	13.5
Disability	8.9	2.5
Sexual Orientation	12.3	3.0
Religion	11.0	4.6

Table 9 below presents the percent of respondents who reported observing or experiencing harassment by students/patients/residents during the past two years on campus based on eight identified types of harassment. Respondents were most likely to report observing harassment based on foreign accent (26.3%) and least likely to report observing harassment based on disability (7.5%). Respondents were most likely to report harassment experiences based on gender (7.6%) and least likely to report harassment experience based on disability (1.5%).

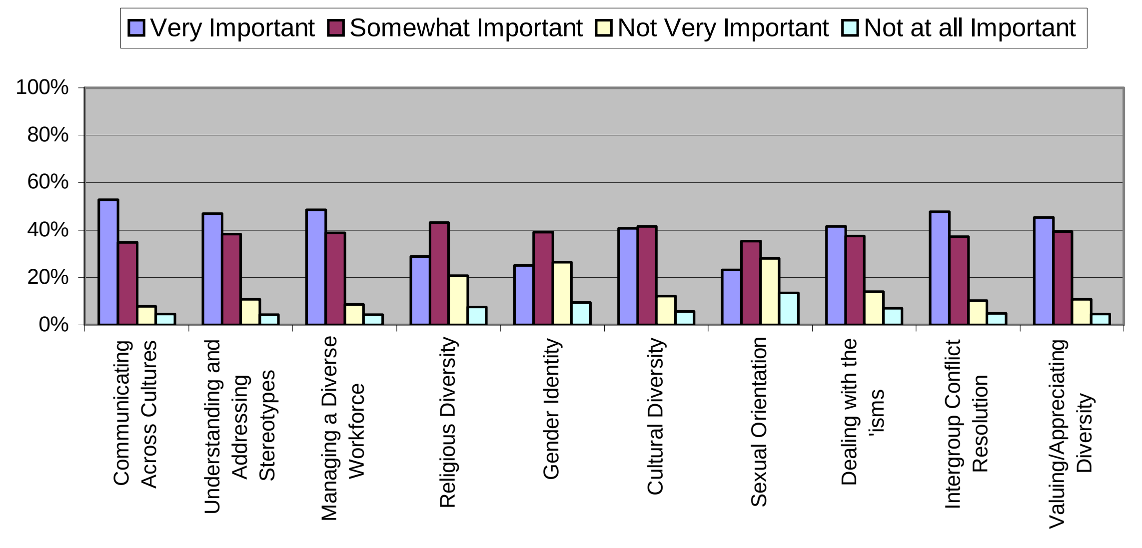
Table 9. Percent of respondents reporting observed and experienced harassment by students/patients/residents on campus, past two years.

Type of Harassment	TYPE OF HARASSMENT EXPERIENCE BY STUDENTS/PATIENTS/RESIDENTS	
	OBSERVED HARASSMENT	EXPERIENCED HARASSMENT
Total	N =2650 Percent	N =2680 Percent
Foreign accent	26.3	6.5
Sexual	14.8	5.9
Ethnicity	19.1	5.3
Racial	18.7	5.7
Gender	16.8	7.6
Disability	7.5	1.5
Sexual Orientation	12.7	2.3
Religion	11.2	2.9

RATING OF IMPORTANCE OF TRAINING TOPIC

Respondents were asked to rate each Diversity Training topic as Very Important, Somewhat Important, Not Very Important or Not At All Important. Chart 12 below presents respondent ratings of topic importance.

Chart 12. Rating of importance of diversity training topic.*



*Varying small numbers of respondents did not answer each of these questions. A count of those missing answers is available upon request.

The following list is a rank order of respondent’s perceived importance of training topics as measured by percent of respondents indicating that the training topic is either “Very Important” or “Somewhat Important.”

1. Communicating Across Cultures: 87.5%
2. Managing a Diverse Workforce: 87.3%
3. Understanding and Addressing Stereotypes: 85.0%
4. Intergroup Conflict Resolution: 84.9%
5. Valuing/Appreciating Diversity: 84.7%
6. Cultural Diversity: 82.3%
7. Dealing with the ‘ism’s: 79.2%
8. Religious Diversity: 71.8%
9. Gender Identity: 64.1%
10. Sexual Orientation: 58.4%

NON-MAJORITY GROUP:
RACE/ETHNICITY

The survey items attempted to capture respondent's perceptions of campus climate on several dimensions: Acceptance and Inclusion, Equity and Equality, Safety, Respect, and Diversity. This report is organized along these dimensions.

DEMOGRAPHICS

Table 10 below presents the percent of each racial/ethnic group in the overall sample.

Table 10. Percent of sample, by race (n = 2722).*

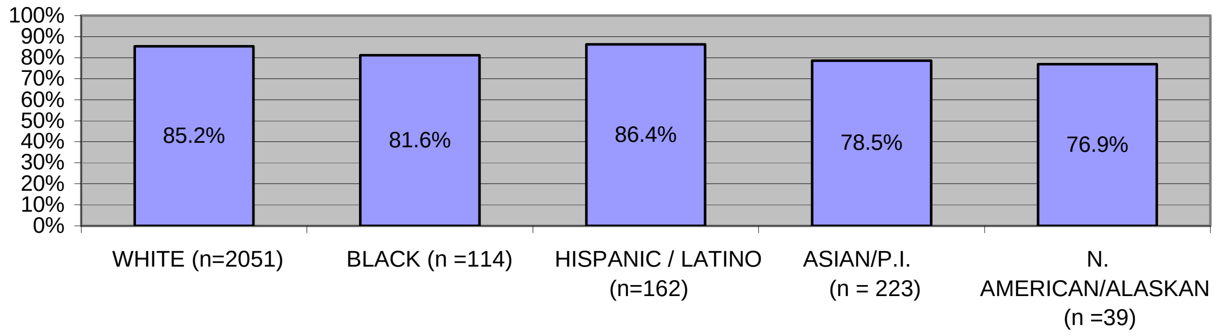
RACE	Percent of sample
WHITE	78.9%
BLACK/AFRICAN AMERICAN	4.6%
HISPANIC/LATINO	6.2%
ASIAN/PACIFIC ISLANDER	8.7%
NATIVE AMERICAN/ALASKAN	1.5%

* 111 (3.9%) missing responses.

OVERALL CLIMATE

We found a statistically significant relationship between race and whether or not the respondent would choose to work at Stony Brook again (p<.05). Although the vast majority of respondents reported that they would choose to work at Stony Brook again, 85.2% of whites compared to 76.9% of Native American/Alaskan respondents said that they would choose to work at Stony Brook again. Chart 13 below presents the percent of respondents by race who said that they would choose to work at Stony Brook again.

Chart 13. Percent saying that they would choose to work at Stony Brook again, by race/ethnicity.*



* p<.05

In order to capture the respondent's overall sense of workplace climate, we asked whether they agree with the statement that Stony Brook is a good place to work if one is a person of color, an ethnic "minority," a person with a foreign accent or limited English, and a person from another country. There was a statistically significant relationship between race and agreement for each category (p <.001). Whites were more likely than Black, Hispanic/Latino, Asian/Pacific Islander and the N. American/Alaskan respondents to agree with the statement that Stony Brook is a good place to work if you are a person of color, an ethnic minority, from another country and a person with a foreign accent/limited English. Respondents from each of the racial/ethnic groups were least likely to agree that Stony Brook is a good place to work for individuals with foreign accents/limited English. Table 11 below presents the percentage of respondents agreeing by race/ethnicity (the number in the parenthesis shows the total number of respondents answering the item by group).

Table 11. Percent agreeing with the statement "Stony Brook is a good place to work if you are…," by category and race/ethnicity.

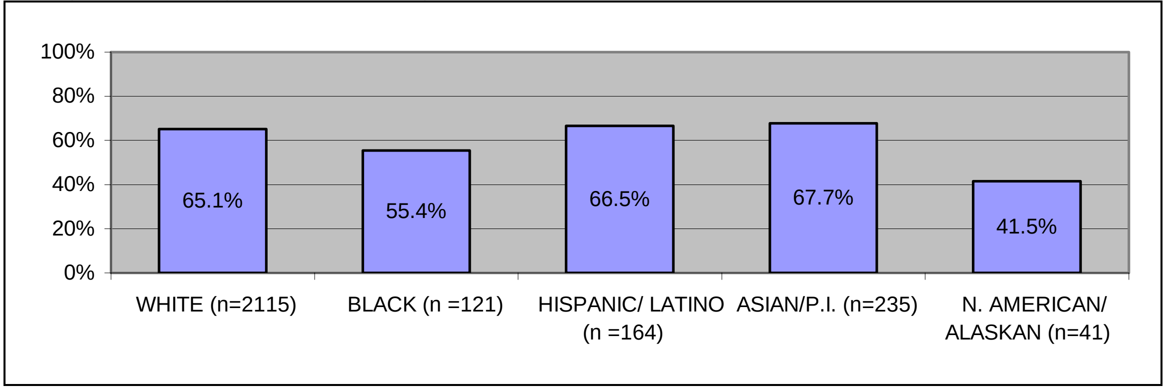
	WHITE	BLACK	HISPANIC/ LATINO	ASIAN/ P.I.	N.AMERICAN/ ALASKAN
Person of Color*	81.3% (2,076)	55.2% (125)	67.9% (162)	70.1% (234)	80.5% (41)
Ethnic "Minority"*	83.0% (2,085)	54.1% (124)	69.9% (163)	70.1 (237)	75.6% (41)
Foreign Accent/ Limited English*	76.3% (2,089)	49.6% (125)	59.1% (166)	61.7% (235)	70.7% (41)
From another country *	84.6% (2,084)	62.9% (124)	67.7% (167)	66.5% (233)	78.0% (41)

* p < .001

ACCEPTANCE and INCLUSION

There was a statistically significant relationship between race and respondents' agreement with the statement that people feel like a part of the team at Stony Brook (p<.05). Noteworthy is the disparity between Whites, and Blacks and Native American/Alaskan respondents. Native Americans and blacks were least likely to agree with the statement that they feel like part of the team. Chart 14 below presents the percent of respondents by race/ethnicity agreeing with the statement that they feel like a part of the team at Stony Brook.

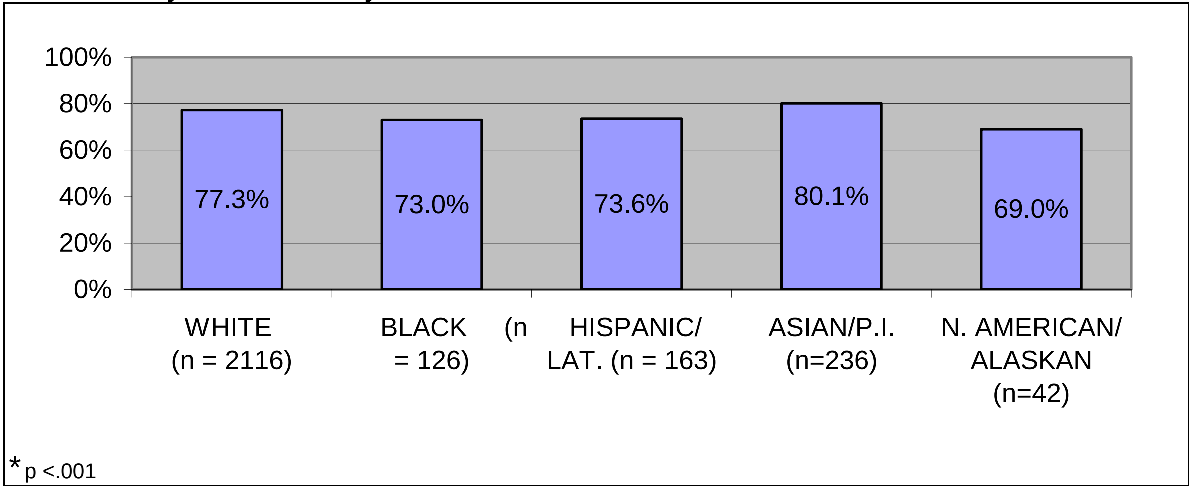
Chart 14. Percent agreeing with the statement "I feel like a part of the family/team at Stony Brook," by race/ethnicity.*



* p <.001

There was a statistically significant relationship between race and respondents' agreement with the statement "I interact socially with my co-workers," at Stony Brook (p <.001). Chart 15 below presents the percent of respondents by race/ethnicity agreeing with the statement "I interact socially with my co-workers," at Stony Brook.

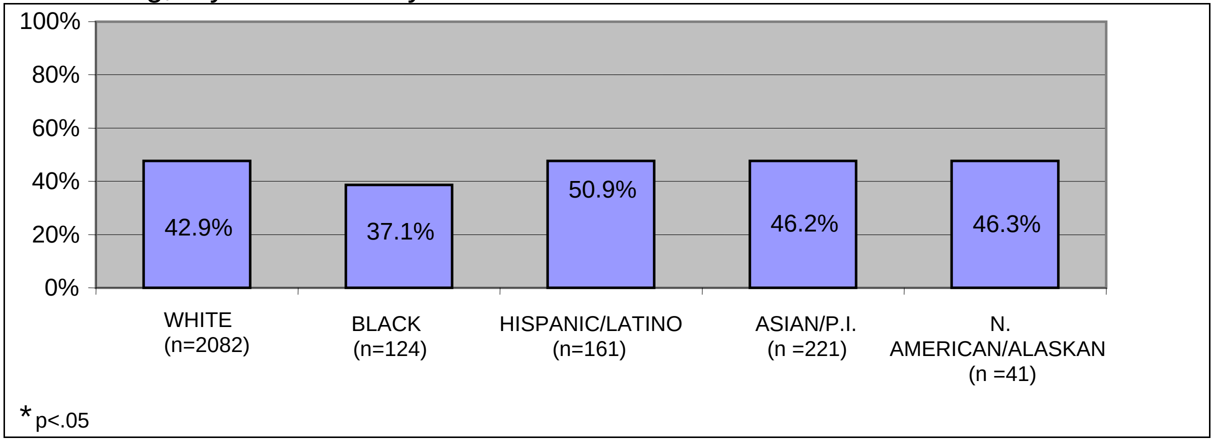
Chart 15. Percent agreeing with the statement "I interact socially with my co-workers," by race/ethnicity.*



* p <.001

There was a statistically significant relationship between race and respondents' agreement that with the statement "Stony Brook is concerned about my well-being" (p<.05). Chart X below presents the percent of respondents by race/ethnicity agreeing with the statement "Stony Brook is concerned about my well-being."

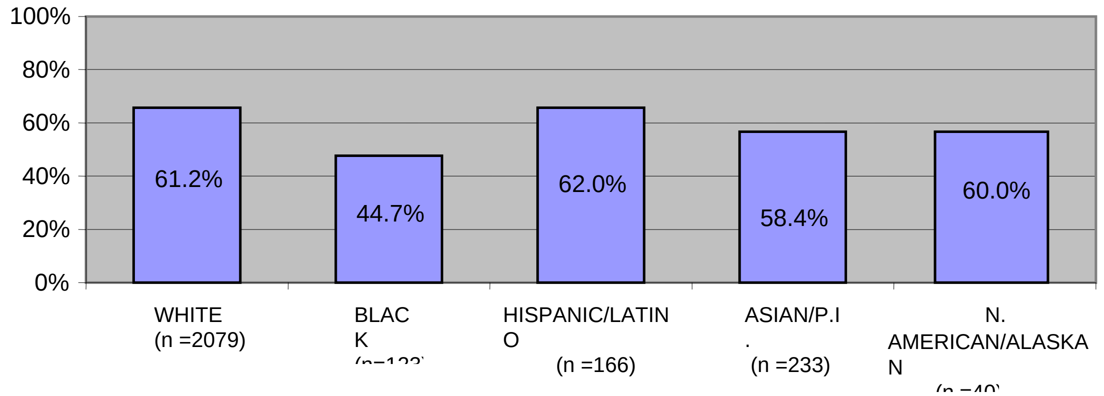
Chart 16. Percent agreeing with the statement "Stony Brook is concerned about my well-being," by race/ethnicity.*



* p<.05

When we compared responses by racial group, we found that there is a noteworthy disparity between the experience of blacks compared to other racial/ethnic groups. Blacks were less likely than whites to report a strong sense of belonging (44.7% of blacks compared to 61.2% of whites). There was little variation among whites, Hispanics/Latinos, Asian/Pacific Islanders and Native American/Alaskans as to reported sense of belonging.

Chart 17. Percent agreeing with the statement “I feel a strong sense of belonging to my university/hospital/nursing home,” by race/ethnicity.*



* p <.001

An aspect of “inclusion” is the perception that policy-making bodies have a fair representation of non-minority groups. We asked respondents if policy or decision-making committees have a fair representation of (1) people of color and (2) different ethnic groups. There was a statistically significant relationship between race and agreement with the statement that there is “always or mostly” fair representation of people of color and different ethnic groups (p <.001). Whites were more likely than blacks to agree with the statement that policy or decision making committees have a fair representation of people of color and people of different ethnic groups. Fully one-third of blacks (33.3%) said that people of color “hardly ever/never” have a fair representation on policy or decision making committees at Stony Brook. Similarly, nearly 21% of blacks said that different ethnic groups have fair representation on policy or decision making committees “hardly ever/never.” Table 12 below presents the percent of respondents, by racial/ethnic group, who agree that there is fair representation “always or mostly.”

Table 12. Percent saying groups have fair representation “always or mostly,” by race/ethnicity. *

Stony Brook is a good place to work if you are…	WHITE	BLACK	HISPANIC/ LATINO	ASIAN/ P.I.	N.AMERICAN/ ALASKAN
People of Color*	44.1% (2,108)	9.5% (126)	29.4% (160)	37.1% (237)	33.5% (42)
Different Ethnic Groups*	45.6% (2,109)	11.1% (126)	32.9% (161)	33.1% (236)	40.5% (42)

*p <.001

We asked respondents if they believe that there is lots of opportunity to affect the policies that are developed (1) in their department, and (2) at Stony Brook University as a whole. For opportunities for policy development in their department, we found a slightly statistically significant relationship between race and agreement (p<.05). Just over half of Whites (51.4%), Hispanic/Latino’s (52.7%) and Asian/Pacific Islander’s (51.3%) agree with the statement “There is lots of opportunity to affect policies that are developed in my department.” There was slightly less agreement for Blacks (47.2%) and Native American/Alaskan’s (40.5%).

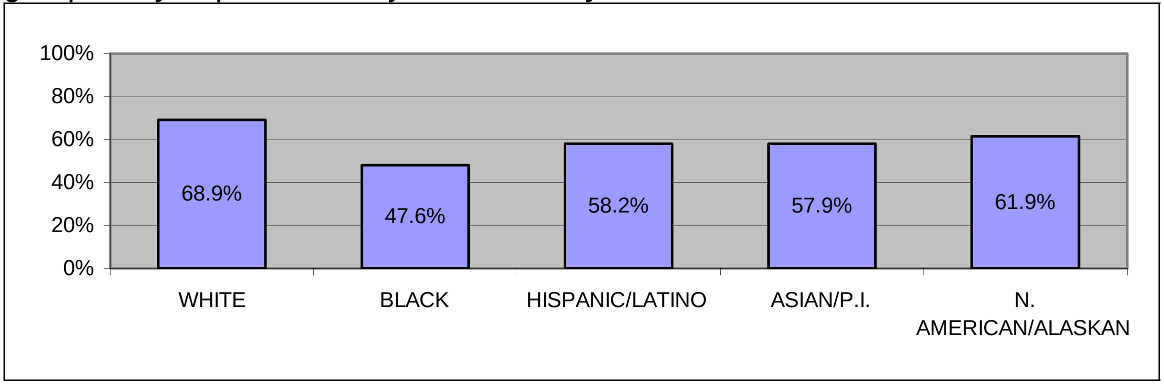
Many fewer agreed with the statement that there is lots of opportunity to affect policies that are developed at Stony Brook as a whole. There was a statistically significant relationship between race and agreement with this statement (p <.001). We found that only about one-third of Whites (34.3%), 40.3% of Blacks, 48.2% of Hispanic/Latino's, 43.8% of Asian/Pacific Islander's and 40.5% of Native American/ Alaskan's agreed with the statement "There is lots of opportunity to affect policies at Stony Brook as a whole."

EQUITY AND EQUALITY

We asked respondents how fair they believe their salary is compared to staff/faculty/administrators of the same rank/experience within their department. There was a statistically significant relationship between race and rating of salary fairness (p<.05). Whites (39.1%) were more likely than Blacks (30.1%), Hispanic/Latino's (30.6%), Asian/Pacific Islander's (38.6%) and Native American/Alaskan's (30.0%) to say that their salary is "fair or better than fair."

We asked respondents to rate their level of agreement with the statement that promotions are given regardless of whether the person receiving the promotion is considered a member of a "minority" group (1) in their department, and (2) at Stony Brook. There was a statistically significant relationship between race and the perception of promotion based on minority status (p <.001). Whites were more likely than people of color to agree with the statement. In fact, 68.9% of Whites, 58.2% 61.9 of Native Americans/Alaskans, 58.2% of Hispanics/Latinos, 57.9% of Asians/Pacific Islanders, and 47.6% of Blacks agree with the statement that promotions are given regardless of whether one is a member of a minority groupin their department.

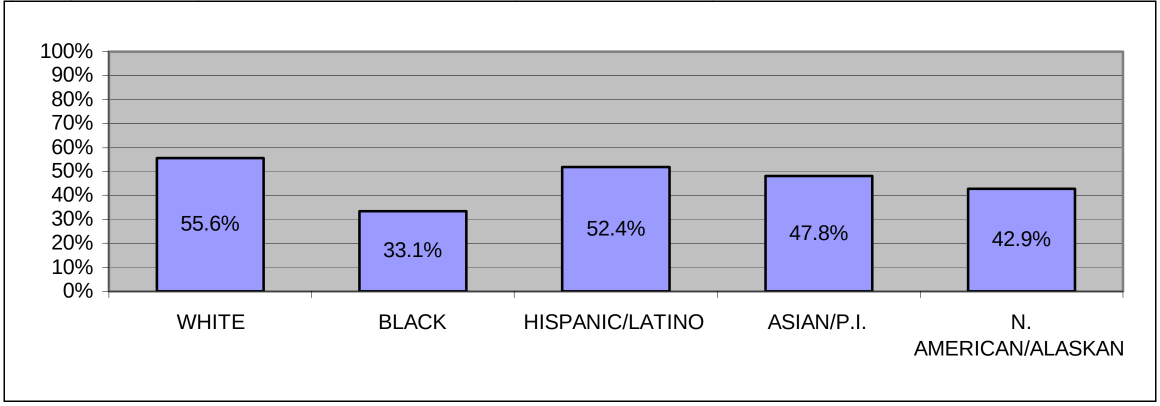
Chart 18. Percent agreeing with the statement "Promotions are given regardless of whether the person receiving the promotion is considered a member of a "minority group in my department," by race/ethnicity. *



*p <.001 White (n = 2099) Black (n = 124) Hispanic/Latino (n =165) Asian/P.I. (n = 235) N. American/Alaska (n = 42)

Similarly, Chart 19 below shows many fewer respondents of each racial/ethnic group agree that promotions are given regardless of whether one is a member of a minority group at Stony Brook as a whole. We again found a statistically significant relationship between race and agreement with this statement (p <.001). Blacks (33.1%) were less likely than any other racial/ethnic group to agree that promotions are given regardless of whether one is a member of a minority group at Stony Brook as a whole.

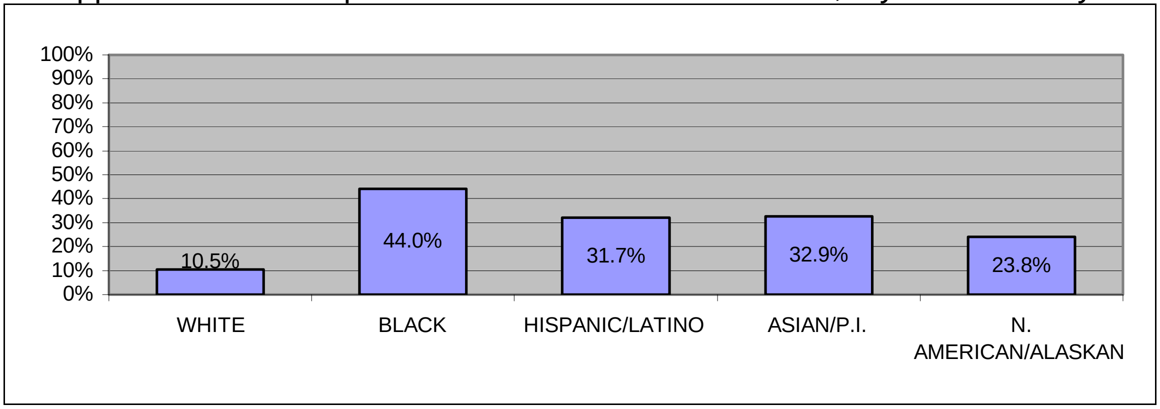
Chart 19. Percent agreeing with the statement “Promotions are given regardless of whether the person receiving the promotion is considered a member of a “minority group at Stony Brook as a whole,” by race/ethnicity. *



*p <.001 White (n = 2095) Black (n = 124) Hispanic/Latino (n =164) Asian/P.I. (n = 232) N. American/Alaskan (n = 42)

We found a statistically significant relationship between race and agreement with the statement “Compared to others, people of color are appointed to less important committees and taskforces” (p <.001). In fact, it is noteworthy that only 10.5% of whites agree, as compared to 44.0% of blacks. Chart 20 below presents findings.

Chart 20. Percent agreeing with the statement “Compared to others, people of color are appointed to less important committees and taskforces,” by race/ethnicity. *



*p <.001 White (n = 2074) Black (n = 125) Hispanic/Latino (n =167) Asian/P.I. (n = 234) N. American/Alaskan (n = 42)

RESPECT

One dimension of respect is the sense of support or mentoring an individual receives from both colleagues and supervisors. There was no statistically significant difference between race and the reported frequency of support or mentoring by colleagues - nearly half of each of the five racial/ethnic groups reported that they receive support or mentoring from colleagues or co-workers “always or mostly.” However, at 41.5%, blacks were least likely to say that they had received support or mentoring from colleagues “always or mostly.”

There was a statistically significant relationship between race and perceived frequency of interest demonstrated by respondents’ Supervisor or Chair in professional growth toward promotion (p <.001). Whites (43.3%) were most likely to say that their Supervisor/Chair shows interest "always or mostly" as compared to 35.0% of Blacks, 38.1% of Native American/Alaskan Natives and 39.3% of both Hispanics and Asian/Pacific Islanders.

We asked respondents to rate the frequency with which they believe people of color are respected by seven categories of Stony Brook affiliates - students/patients, administration, support staff, professional/clinical staff, their immediate supervisors, faculty and co-workers. There was a statistically significant relationship between race and frequency of respect toward people of color for each affiliate position (p <.001). Whites were more likely than each of the other racial/ethnic groups to say that people of color are respected "always/mostly" by each affiliate group. For each affiliate group, Blacks were least likely to say that people of color are respected "always/mostly." Table 13 below shows the percent of respondents in each racial/ethnic group who say people of color are "always or mostly" respected by seven categories of Stony Brook affiliates - students/patients, administration, support staff, professional/clinical staff, their immediate supervisors, faculty and co-workers.

Table 13. Percent saying that people who work at Stony Brook are respected "always/mostly" by…, by race/ethnicity.*

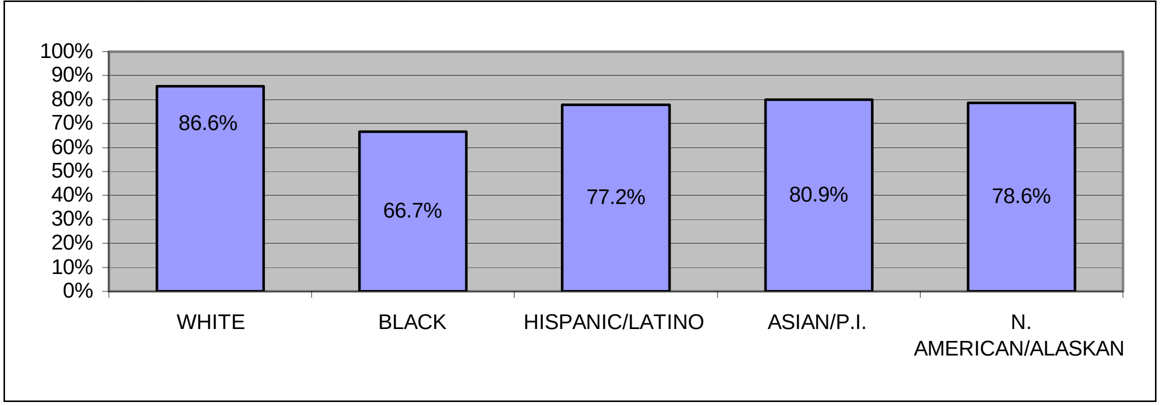
People of Color who work at Stony Brook are respected by…	WHITE	BLACK	HISPANIC/ LATINO	ASIAN/ P.I.	N.AMERICAN/ ALASKAN
Students/patients*	80.7% (1,938)	48.0% (123)	75.0% (164)	73.1% (234)	71.4% (42)
Administration*	79.0% (1,943)	48.8% (125)	73.6% (163)	64.4% (233)	56.1% (41)
Support staff*	81.2% (1,947)	51.2% (125)	72.7% (161)	70.8% (233)	70.7% (41)
Prof/Clinical staff*	81.7% (1,935)	47.9% (121)	69.8% (159)	72.8% (232)	65.9% (41)
Supervisors*	81.8% (1,941)	46.3% (123)	68.5% (162)	68.5% (232)	56.1% (41)
Faculty*	80.8% (1,939)	48.4% (124)	70.4% (162)	73.5% (230)	65.9% (41)
Co-workers*	84.2% (1,948)	55.3% (123)	74.4% (160)	77.7% (233)	71.4% (42)

* p <.001

DIVERSITY

There was a statistically significant relationship between race and agreement with the statement "Stony Brook has a real commitment to diversity" (p <.001). It is particularly noteworthy that while 86.6% of white respondents agreed with this statement, 66.7% of black respondents agree. Chart 21 below shows the percent of respondents by racial/ethnic group agreeing with this statement.

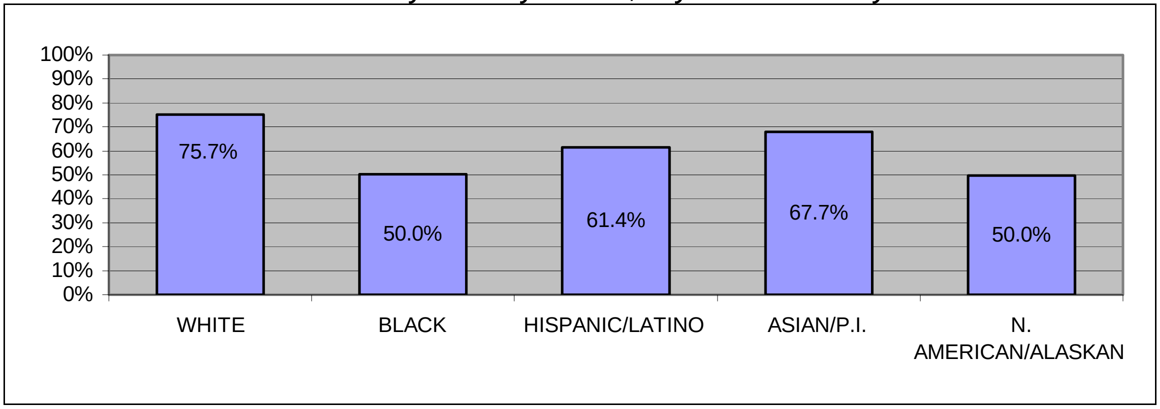
Chart 21. Percent agreeing with the statement "Stony Brook has a real commitment to diversity," by race/ethnicity. *



*p <.001 White (n = 2111) Black (n = 126) Hispanic/Latino (n =167) Asian/P.I. (n = 235) N. American/Alaskan (n = 42)

Similarly, as Chart 22 indicates, people of color were notably less likely than whites to say that there is sufficient attention to issues of diversity at Stony Brook (p <.001).

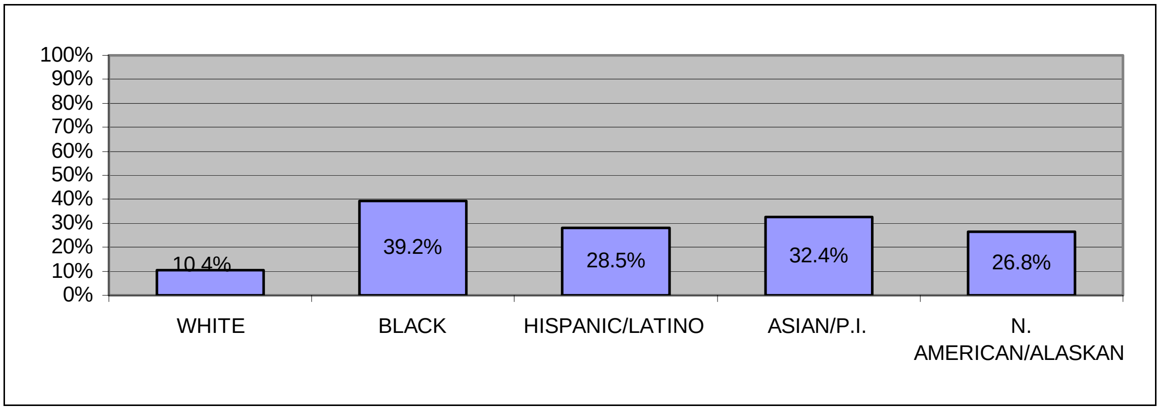
Chart 22. Percent agreeing with the statement "I believe that there is sufficient attention to issues of diversity at Stony Brook," by race/ethnicity. *



*p <.001 White (n = 2105) Black (n = 126) Hispanic/Latino (n =166) Asian/P.I. (n = 235) N. American/Alaskan (n = 42)

There was a statistically significant relationship between race and the assessment of Stony Brook's effort to improve relations between people of different racial/ethnic groups (p <.001). Blacks were more than three times more likely to say that Stony Brook's effort is "too little." Chart 23 below presents the percent of respondents, by race, saying that Stony Brook's effort to improve relations and understanding between people of different racial/ethnic backgrounds is "too little."

Chart 23. Percent saying effort made by SBU/Hospital/LISVH to improve relations and understanding between people of different racial/ethnic backgrounds is “too little”, by race/ethnicity.*

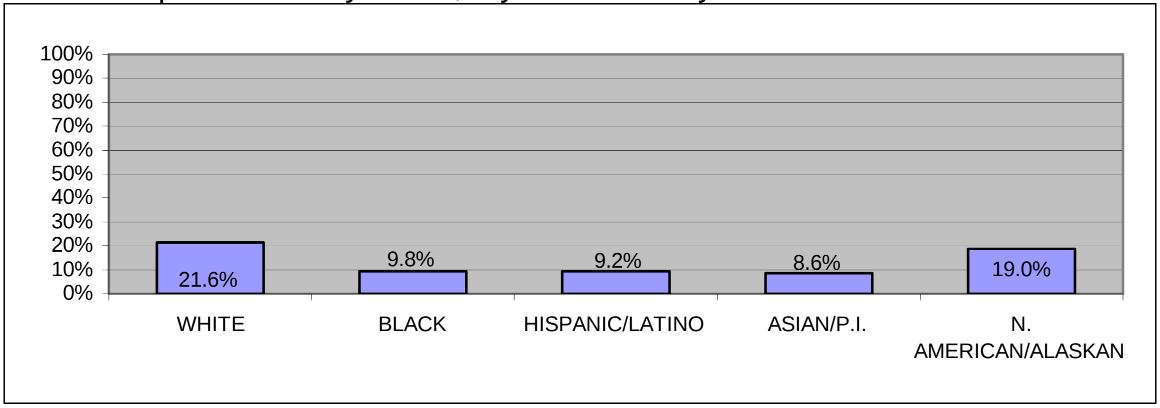


*p <.001 White (n = 2117) Black (n = 125) Hispanic/Latino (n =165) Asian/P.I. (n = 238) N. American/Alaskan (n = 41)

Only 8.0% of blacks, compared to 17.1% of whites, agreed with the statement “Discrimination is a thing of the past” (p< .001). Similarly, Blacks and Native American/Alaskans were significantly less likely to agree with the statement “Concern about diversity is inappropriate in a university/hospital/nursing home setting” (7.7% of Blacks and 5.0% of Native American/Alaskans agreed, compared to 16.9% of Whites).

There was a statistically significant relationship between race and agreement with the statement “Minorities have too many advantages in the workplace at Stony Brook” (p < .001). Two times as many Whites and Native Americans compared to Blacks, Hispanic/Latino’s and Asian/Pacific Islanders agreed with the statement “Minorities have too many advantages in the workplace at Stony Brook.” Chart 24 below presents these findings.

Chart 24. Percent agreeing with the statement “Minorities have too many advantages in the workplace at Stony Brook,” by race/ethnicity. *

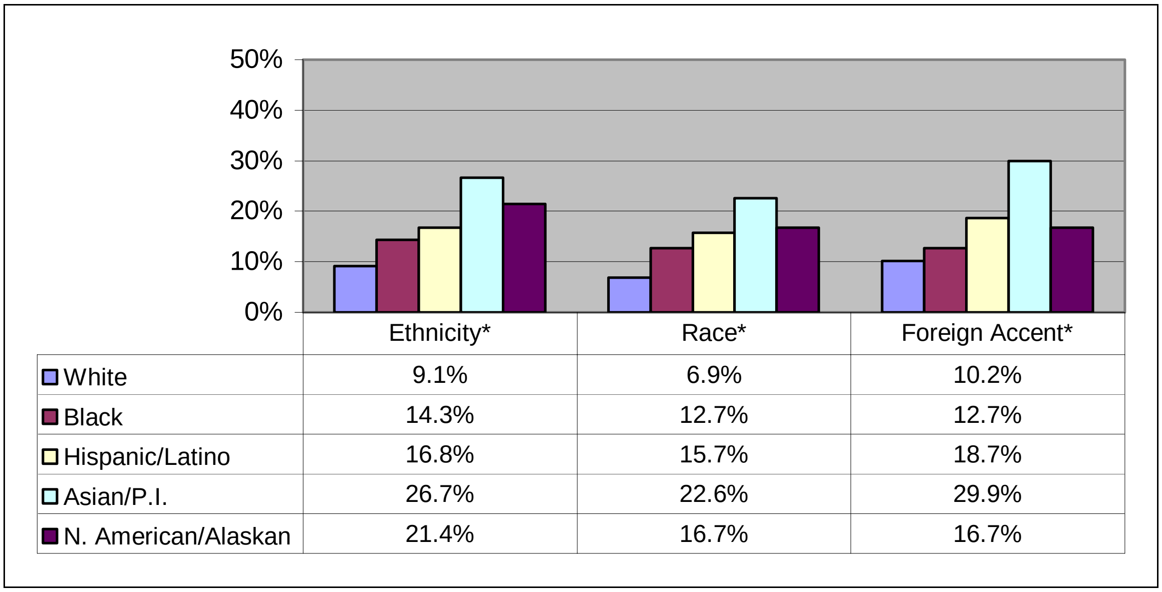


*p <.001 White (n = 2102) Black (n = 123) Hispanic/Latino (n =163) Asian/P.I. (n = 232) N. American/Alaskan (n = 42)

SAFETY

In order to capture the sense of safety respondents perceive in the workplace, we asked whether it is acceptable in their department/work unit to make fun of people on the basis of three aspects: ethnicity, race and foreign accent/limited English. There was a statistically significant relationship between race and assessment of acceptability for the ethnicity item (p <.001), race item (p <.001) and foreign accent item (p <.001). Blacks, Hispanic/Latino's, Asian, Pacific Islanders and Native Americans were more likely than Whites to say that it is acceptable in their department/work unit to make fun of people on the basis of ethnicity, race and foreign accent. Asian/Pacific Islander respondents were nearly three times more likely than Whites to say that it is acceptable in their department/work unit to make fun of people on the basis of ethnicity, race and foreign accent. Chart 25 below shows the percent of respondents who indicated that it is acceptable in their department/work unit to make fun of people, by characteristic.

Chart 25. Percent saying that it is acceptable in their department/work unit to make fun of people on three characteristics, by race/ethnicity.*

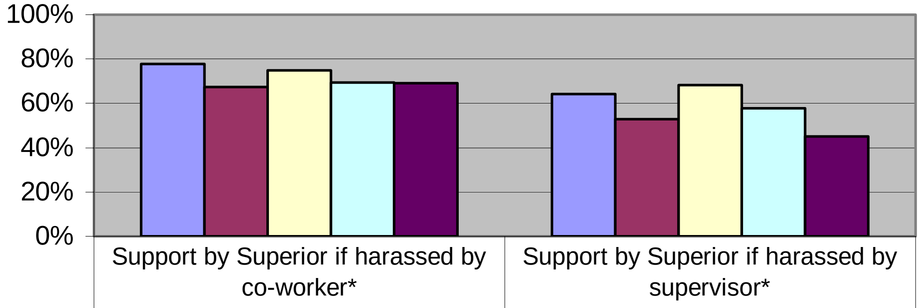


	Ethnicity*	Race*	Foreign Accent*
■ White	9.1%	6.9%	10.2%
■ Black	14.3%	12.7%	12.7%
☐ Hispanic/Latino	16.8%	15.7%	18.7%
☐ Asian/P.I.	26.7%	22.6%	29.9%
■ N. American/Alaskan	21.4%	16.7%	16.7%

*p <.001 White (n = 2190) Black (n = 126) Hispanic/Latino (n =167) Asian/P.I. (n = 232) N. American/Alaskan (n = 42)

An additional dimension of safety is the sense that one would be supported by a superior if he/she reported that they had been harassed by (1) a co-worker, and (2) a supervisor. There was a statistically significant relationship between race and agreement for both items (p <.001). Overall, each of the racial/ethnic groups reported that they would be less likely to be supported by superiors if they reported that they had been harassed by a supervisor than by a co-worker. Chart 26 below presents findings.

Chart 26. Percent agreeing to the statements “I believe that I would be supported by a superior if I reported that I had been harassed by a co-worker” and “would be supported by superiors if harassed by a supervisor,” by race/ethnicity.*



	Support by Superior if harassed by co-worker*	Support by Superior if harassed by supervisor*
■ White	77.8%	64.2%
■ Black	67.2%	52.8%
■ Hispanic/Latino	75.0%	68.3%
■ Asian/P.I.	69.5%	57.8%
■ N. American/Alaskan	69.0%	45.2%

*p <.001 White (n = 2121) Black (n = 125) Hispanic/Latino (n =167) Asian/P.I. (n = 237) N. American/Alaskan (n = 42)

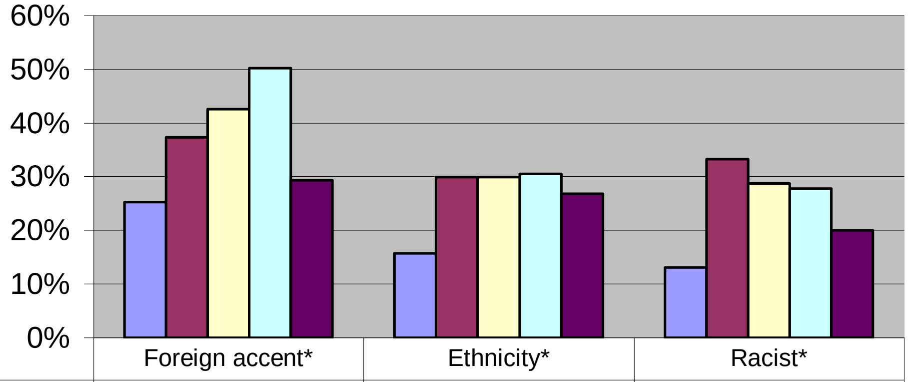
There was a statistically significant relationship between race and agreement with the statement “Anyone who would publicly raise an issue about feeling discriminated against would be committing “career suicide” in my department” (p <.001). Approximately one third of Blacks, Hispanic/Latinos, Asian/Pacific Islanders and Native American/Alaskans agreed with this statement, as compared to 20% of Whites agreeing.

HARASSMENT AT STONY BROOK: PAST TWO YEARS

Respondents were asked if they had either observed or experienced three types of harassment by faculty or staff and by students/patients/residents on campus at Stony Brook University during the past two years.

Chart 27. below shows the percent of respondents saying that they have observed three types of harassment by faculty/staff during the past two years. There was a statistically significant relationship between race and observing harassment on the basis of foreign accent (p <.001), ethnicity (p <.001) and racism/racist harassment (p <.001).

Chart 27. Percent reporting observing harassment by faculty/staff, past two years, by type of harassment and by race/ethnicity.*

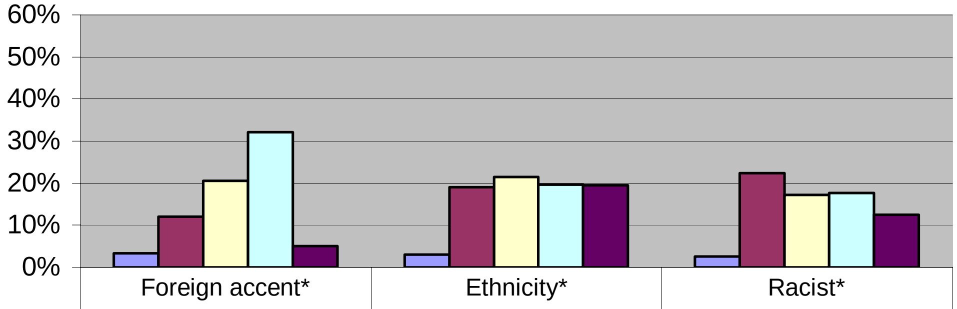


	Foreign accent*	Ethnicity*	Racist*
White	25.3%	15.7%	13.1%
Black	37.3%	29.9%	33.3%
Hispanic/Latino	42.6%	30.0%	28.8%
Asian/P.I.	50.2%	30.5%	27.8%
N. American/Alaskan	29.3%	26.8%	20.0%

*p <.001
Foreign Accent: White (n = 2063) Black (n = 118) Hispanic/Latino (n =162) Asian/P.I. (n = 225) N. American/Alaskan (n = 41)
Ethnicity: White (n = 2061) Black (n = 117) Hispanic/Latino (n =160) Asian/P.I. (n = 223) N. American/Alaskan (n = 41)
Racist: White (n = 2056) Black (n = 117) Hispanic/Latino (n =163) Asian/P.I. (n = 223) N. American/Alaskan (n = 40

Chart 28 below shows the percent of respondents saying that they have experienced three types of harassment by faculty/staff during the past two years. There was a statistically significant relationship between race and experiencing harassment on the basis of foreign accent (p <.001), ethnicity (p <.001) and racism/racist harassment (p <.001).

Chart 28. Percent reporting experiencing harassment by faculty/staff, past two years, by type of harassment and by race/ethnicity.*

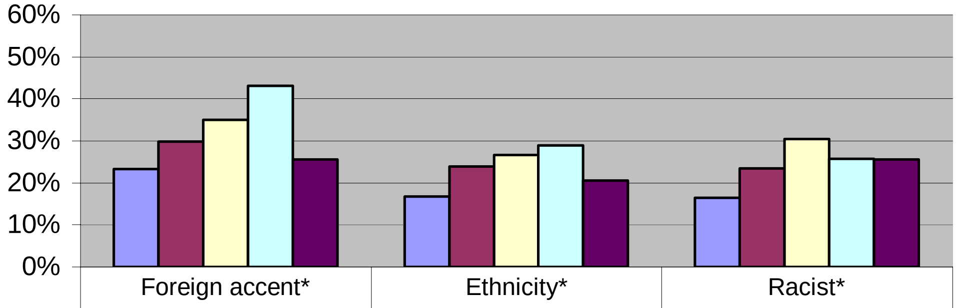


	Foreign accent*	Ethnicity*	Racist*
□ White	3.3%	3.0%	2.6%
■ Black	12.0%	19.0%	22.4%
□ Hispanic/Latino	20.5%	21.5%	17.2%
□ Asian/P.I.	32.1%	19.6%	17.6%
■ N. American/Alaskan	5.1%	19.5%	12.5%

*p <.001
Foreign Accent: White (n = 2026) Black (n = 117) Hispanic/Latino (n =161) Asian/P.I. (n = 224) N. American/Alaskan (n = 39)
Ethnicity: White (n = 2042) Black (n = 116) Hispanic/Latino (n =163) Asian/P.I. (n = 224) N. American/Alaskan (n = 41)
Racist: White (n = 2049) Black (n = 116) Hispanic/Latino (n =163) Asian/P.I. (n = 222) N. American/Alaskan (n = 40)

Chart 29. below shows the percents of respondents saying that they observed three types of harassment by students/patients during the past two years. There was a statistically significant relationship between race and observing harassment on the basis of foreign accent (p <.001), ethnicity (p <.001) and racism/racist harassment (p <.001).

Chart 29. Percent reporting observing harassment by students/patients, past two years, by type of harassment and by race/ethnicity.*

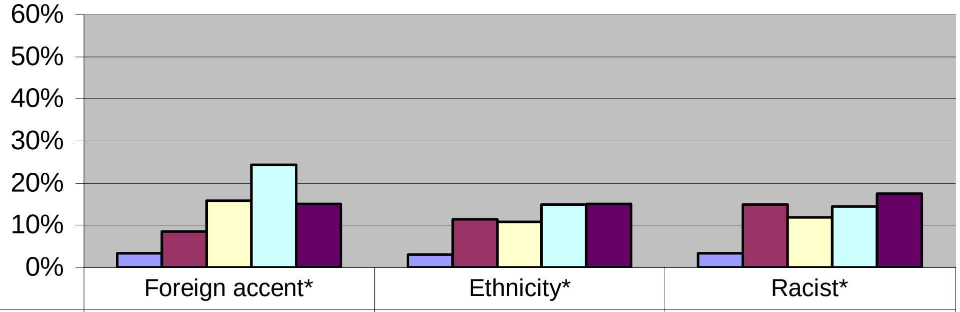


	Foreign accent*	Ethnicity*	Racist*
□ White	23.3%	16.7%	16.4%
■ Black	29.8%	23.9%	23.5%
□ Hispanic/Latino	35.0%	26.6%	30.4%
□ Asian/P.I.	43.1%	28.9%	25.7%
■ N. American/Alaskan	25.6%	20.5%	25.6%

*p <.001
Foreign Accent: White (n = 2028) Black (n = 114) Hispanic/Latino (n =160) Asian/P.I. (n = 218) N. American/Alaskan (n = 39)
Ethnicity: White (n = 2023) Black (n = 117) Hispanic/Latino (n =158) Asian/P.I. (n = 218) N. American/Alaskan (n = 39)
Racist: White (n = 2017) Black (n = 115) Hispanic/Latino (n =161) Asian/P.I. (n = 218) N. American/Alaskan (n = 39)

Chart 30. below shows the percent of respondents saying that they have experienced three types of harassment by students/patients during the past two years. There was a statistically significant relationship between race and experiencing harassment on the basis of foreign accent (p <.001), ethnicity (p <.001) and racism/racist harassment (p <.001).

Chart 30. Percent reporting experiencing harassment by students/patients, past two years, by type of harassment and by race/ethnicity.*



	Foreign accent*	Ethnicity*	Racist*
■ White	3.3%	3.0%	3.3%
■ Black	8.5%	11.4%	14.9%
■ Hispanic/Latino	15.8%	10.8%	11.9%
■ Asian/P.I.	24.4%	14.9%	14.5%
■ N. American/Alaskan	15.0%	15.0%	17.5%

*p <.001

Foreign Accent: White (n = 2121) Black (n = 125) Hispanic/Latino (n =167) Asian/P.I. (n = 237) N. American/Alaskan (n = 42)

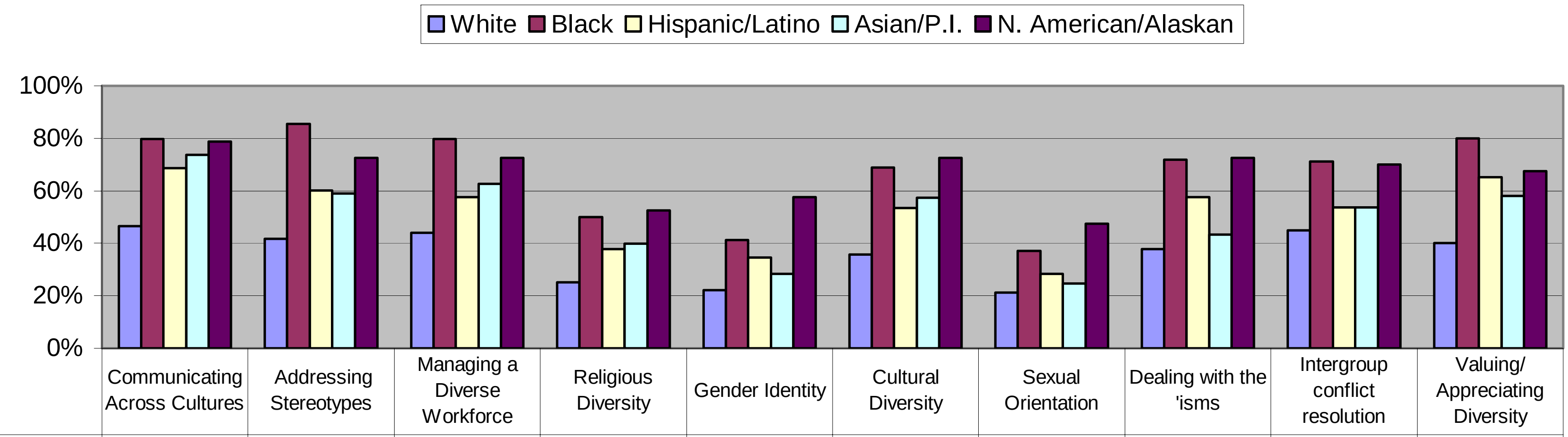
Ethnicity: White (n = 2121) Black (n = 125) Hispanic/Latino (n =167) Asian/P.I. (n = 237) N. American/Alaskan (n = 42)

Racist: White (n = 2121) Black (n = 125) Hispanic/Latino (n =167) Asian/P.I. (n = 237) N. American/Alaskan (n = 42

RATING OF IMPORTANCE OF TRAINING TOPIC

Respondents were asked to rate each diversity training topic as Very Important, Somewhat Important, Not Very Important or Not At All Important. Chart 31 below shows the percent of respondents by race saying that each training topic is Very Important. There was a statistically significant relationship between race and rating for each of the training topics (p <.001).*

Chart 31. Percent saying training topic is “Very Important”, by race/ethnicity.*



	Communicating Across Cultures	Addressing Stereotypes	Managing a Diverse Workforce	Religious Diversity	Gender Identity	Cultural Diversity	Sexual Orientation	Dealing with the 'isms	Intergroup conflict resolution	Valuing/ Appreciating Diversity
White	46.6%	41.6%	43.9%	25.1%	22.2%	35.6%	21.2%	37.8%	44.9%	40.0%
Black	79.8%	85.5%	79.7%	50.0%	41.2%	68.9%	37.1%	72.0%	71.2%	80.0%
Hispanic/Latino	68.7%	60.1%	57.7%	37.8%	34.6%	53.4%	28.4%	57.5%	53.7%	65.2%
Asian/P.I.	73.7%	59.1%	62.7%	39.9%	28.4%	57.4%	24.7%	43.3%	53.6%	58.0%
N. American/Alaskan	78.9%	72.5%	72.5%	52.5%	57.5%	72.5%	47.5%	72.5%	70.0%	67.5%

* White (n =2147) Black (n=126) Hispanic/Latino (n=169) Asian/P.I. (n= 238) Native American/Alaskan (n =42)

* Varying small numbers of respondents did not answer each of the questions. A count of those missing answers is available upon request.

NON-MAJORITY GROUP: WOMEN

The survey items attempted to capture respondent's perceptions of campus climate on several dimensions: Acceptance and Inclusion, Equity and Equality, Safety, Respect, and Diversity. This report is organized along these dimensions.

DEMOGRAPHICS

Women represented 71% (1,921) of respondents completing this survey. According to official SBU personnel records, women make up 67% of the University workforce. Table 14. below presents the representation of women in racial/ethnic groups in the sample.

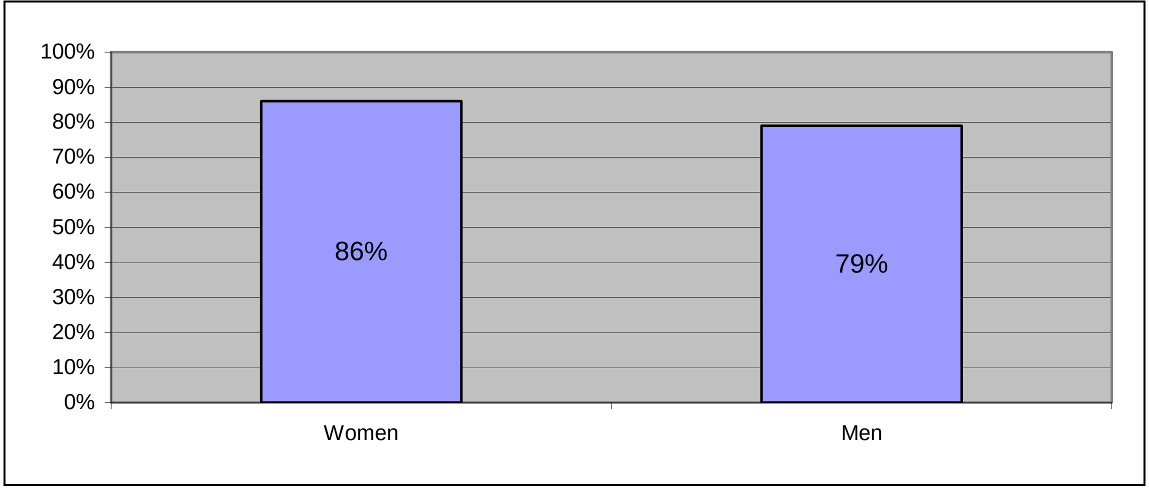
Table 14. Representation by women, by race.

RACE	Sample representation of Women	
WHITE (n = 2147)	74%	
BLACK/AFRICAN AMERICAN (n = 126)	66%	
HISPANIC (n = 169)	76%	
ASIAN/PACIFIC ISLANDER (n = 238)	51%	
NATIVE AMERICAN/ALASKAN (n = 42)	58%	
TOTAL WOMEN		1921

OVERALL CLIMATE

Respondents were asked whether or not they would choose to work at Stony Brook University/Hospital/LISVH again. There was a statistically significant relationship between gender and whether or not an individual would choose to work at Stony Brook again
(p <.001). Although the vast majority of respondents reported that they would choose to work at Stony Brook again, women (86.0%) were more likely to agree than men (79.1%). Results are presented in Chart 32 below.

Chart 32. Percent of men and women agreeing with the statement “I would choose to work at Stony Brook again.”*



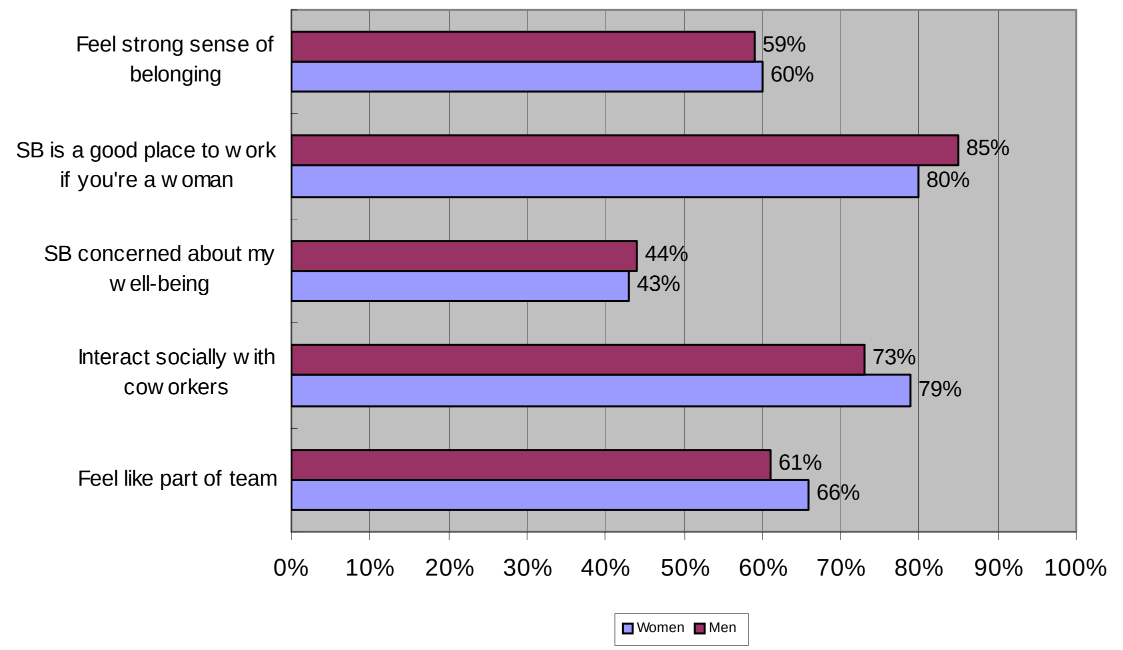
*p < .001) women (n= 1859) (men n= 760)

In order to capture the respondent’s overall sense of workplace climate, they were asked whether they agree with the statement that Stony Brook is a good place to work if you are a woman. There was a statistically significant relationship between gender and agreement with the statement that Stony Brook is a good place to work if you are a woman (p<.001). Men (84.6%) were more likely than women (79.8%) to agree with the statement that Stony Brook is a good place to work if you are a woman.

ACCEPTANCE and INCLUSION

Nearly two-thirds of women (66%) agreed that they feel like a part of the family/team at this university/hospital/nursing home. 79% of women and 73% of men reported that they interact socially with their co-workers. Less than half of women and men believe that Stony Brook is concerned about their well-being (43% of women and 44% of men). Chart 33. below illustrates “inclusion” items for women and for men.

Chart 33. Percent saying “AGREE” to inclusion items, by gender.*



* Feel strong sense of belonging: Women (n = 1885) Men (n = 784) SB good place to work: Women (n = 1910) Men (n = 780) SB concerned: Women (n = 1882) Men (n = 775) Interact socially: Women (n =1922) Men (n = 789) Feel like part of the team: Women (n = 1910) Men (n =793)

It is noteworthy that there appears to be general comparability among women and men with regard to the inclusion items. However, women were more likely than men to say that they have always or mostly received support and/or mentoring from colleagues/co-workers (51% of women and 46% of men).

There was a statistically significant relationship (p<.001) between gender and the belief that compared to men, women are appointed to less important committees and taskforces (29% of women and 11% of men agreed). Women were more undecided than men on this item (18% of women vs. 13% of men could not decide).

Women were less likely than men (49% of women compared to 55% of men) to believe that there are lots of opportunities to affect the policies that are developed in their department. However, just over 1/3 of both women and men, about 36% of both men and women, strongly agreed/agreed that there is lots of opportunity to affect the policies that are developed at Stony Brook as a whole.

Men were more likely than women to say that policy or decision-making committees always or mostly have a fair representation of women (50% of women vs. 66% of men).

EQUITY AND EQUALITY

Women were more likely than men to agree with the statement that compared to men, women are appointed to less important committees and taskforces (p<.001). In fact, only 11.4% of men agree, as compared to 29.2% of women.

Respondents were asked how fair their salary is compared to staff/faculty /administrators of the same rank/experience within their department. There was a statistically significant relationship between gender and perception of fairness (p <.001). Just about 1/3 of both women and men reported that their salary is “fair” and nearly ¼ of men and women reported that their salary is “somewhat unfair.” Men were more likely than women to report that they believe that their salary is “better than fair” and “fair.” Table 15. below reflects distribution of fairness perception by gender.

Table 15. Perception of fairness of salary, by gender*

	BETTER THAN FAIR	FAIR	SOMEWHAT UNFAIR	VERY UNFAIR	DON’T KNOW	DOESN’T APPLY	TOTAL
Women	2.7%	31.4%	23.0%	16.7%	21.9%	4.4%	100.0% 1921
Men	5.7%	35.9%	22.5%	15.7%	17.2%	3.2%	100.0% 792

* p<.001

RESPECT

There was no difference between men’s and women’s reports of the degree to which their supervisor/chair showing interest in their professional growth and development. In fact, 42% of both men and women said “always or mostly.” It is important to note that nearly 1/3 of both men and women report that their supervisors “hardly ever/never” show interest in their professional growth or development.

Respondents were asked to rate the frequency with which they believe that women who work at Stony Brook are respected by seven categories of personnel. There were statistically significant differences between men’s and women’s responses in the personnel categories of Administration (p<.001), Professional/Clinical staff (p<.001), Supervisors (p < .01) and Faculty (p<.001). Table 16 below compares the frequency and percent of men and women’s responses.

Table 16. Comparison of frequency of respect toward women by personnel, by gender. ***

Women who work at Stony Brook are respected by…	Always/Mostly	
	Women	Men
Students/patients	77.2%	81.3%
Administration*	69.8%	79.0%
Support Staff	77.7%	81.3%
Prof/Clinical staff*	74.5%	82.2%
Supervisors**	74.1%	81.1%
Faculty*	71.4%	79.8%

Co-workers	82.1%	85.5%

* p< .001 ** p<.01 ***Women (n = 1872) Men (n= 750)

DIVERSITY

Approximately 16% of both women and men agreed with the statement “Discrimination is a thing of the past.”

SAFETY

In order to capture the sense of safety respondents perceive in the workplace, we asked whether it is acceptable in their department/work unit to make fun of people on the basis of gender. Ten percent of women and 16% of men said that it is acceptable in their department/work unit to make fun of people based on one’s gender.

An additional dimension of safety is the sense that one would be supported by a superior if he/she reported that they had been harassed by (1) a co-worker, and (2) a supervisor. Nearly three-quarters of both men and women (76%) strongly agreed/agreed that that they would be supported by their superiors if they reported that they had been harassed by a co-worker. Less men and women strongly agreed/agreed that they would be supported if they reported that they had been harassed by a supervisor (62% of women vs. 65% of men).

HARASSMENT AT STONY BROOK: PAST TWO YEARS

Respondents were asked if they had either observed or experienced two types of harassment by faculty or staff and by students/patients/residents on campus at Stony Brook University during the past two years.

Table 17. below presents the frequency and percent women respondents who reported experiencing harassment by faculty or staff during the past two years on campus based on two types of harassment. Although the table presents women’s experiences of harassment, it should also be noted that 5.3% of men (41) reported experiencing sexual harassment and 6.6% of men (51) reported experiencing harassment by faculty/staff during the past two years on campus.

Table 17. Frequency and percent of Women’s harassment experiences by faculty/staff, past two years.

TYPE OF HARASSMENT	EXPERIENCED By Women (n = 1856)
Sexual harassment	12.8% (236)
Gender harassment	16.2% (300)

Table 18 below presents the frequency and percent of women and men who reported observing harassment by faculty or staff during the past two years on campus based on two types of harassment. There was not a statistically significant relationship between gender and observation of sexual or gender harassment (p>.05).

Table 18. Frequency and percent of observed harassment by faculty/staff, by gender.

TYPE OF HARASSMENT	OBSERVED By Men (n = 772)	OBSERVED: By Women (n = 1874)
Sexual harassment	22.9% (177)	23.9% (447)
Gender harassment	22.3% (172)	25.8% (484)

Table 19 below presents frequency and percent of women who reported experiencing harassment by students/patients/residents during the past two years on campus based on two types of harassment. Although the table presents women's experiences of harassment, it should also be noted that 3.5% of men (27) reported experiencing sexual harassment and 5.1% of men (39) reported experiencing gender harassment by students/patients/residents during the past two years on campus.

Table 19. Frequency and percent of Women's harassment experiences by students/patients, past two years.

TYPE OF HARASSMENT	EXPERIENCED By Women (n = 1824)
Sexual harassment	6.8% (124)
Gender harassment	8.5% (155)

Table 20 below presents the frequency and percent of men and women who reported observing harassment by students/patients during the past two years on campus based on two types of harassment. There was not a statistically significant relationship between gender and observation of either sexual or gender harassment (p > .05).

Table 21. Frequency and percent of observed harassment by students/patients, by gender.

TYPE OF HARASSMENT	OBSERVED: Men (n = 768)	OBSERVED: Women (n = 1824)

[redacted]

STONY BROOK UNIVERSITY CAMPUS CLIMATE SURVEY: 2004-05

NON-MAJORITY GROUP:
PERS