



**DIVERSITY, INCLUSION AND EQUITY IN
SUNY CORTLAND:
STUDENT AND STAFF SURVEY FINDINGS**

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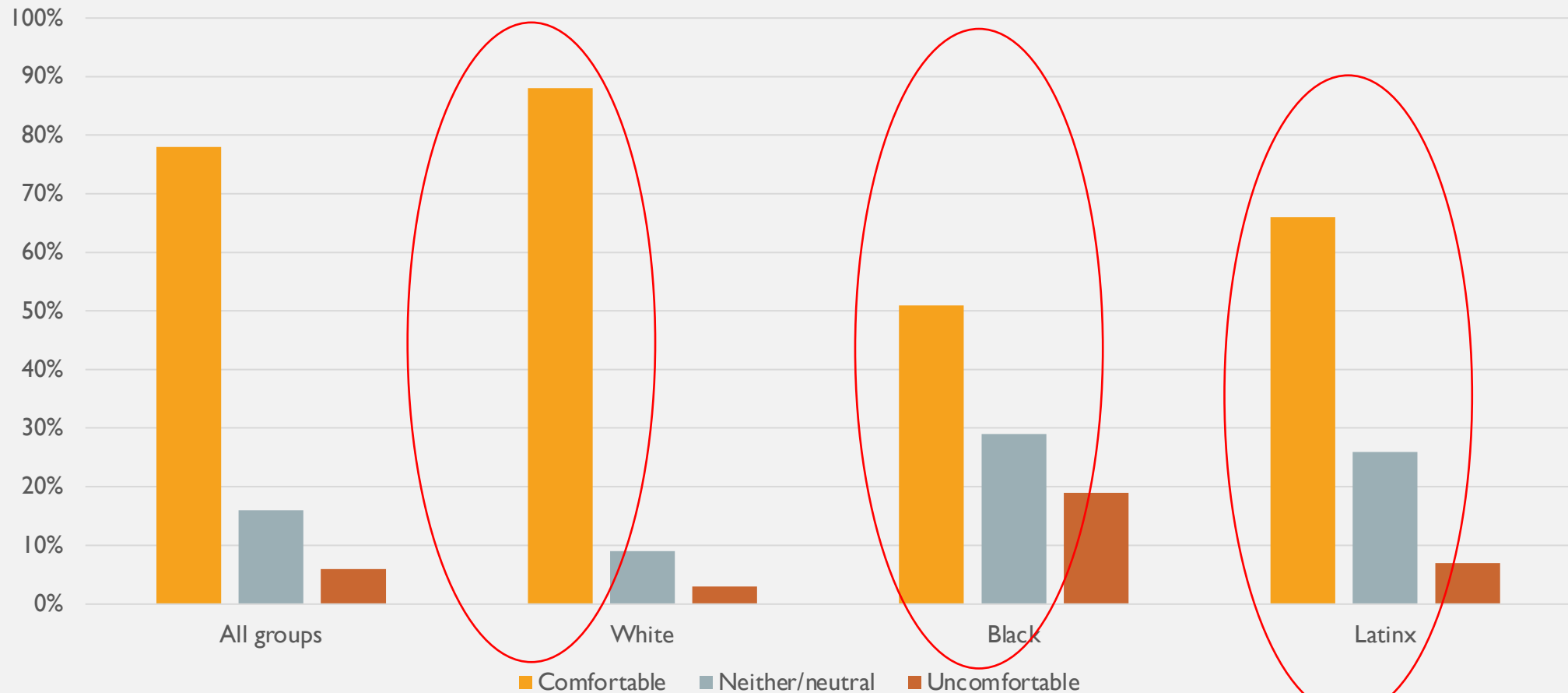


INCLUSION STUDENT SURVEY

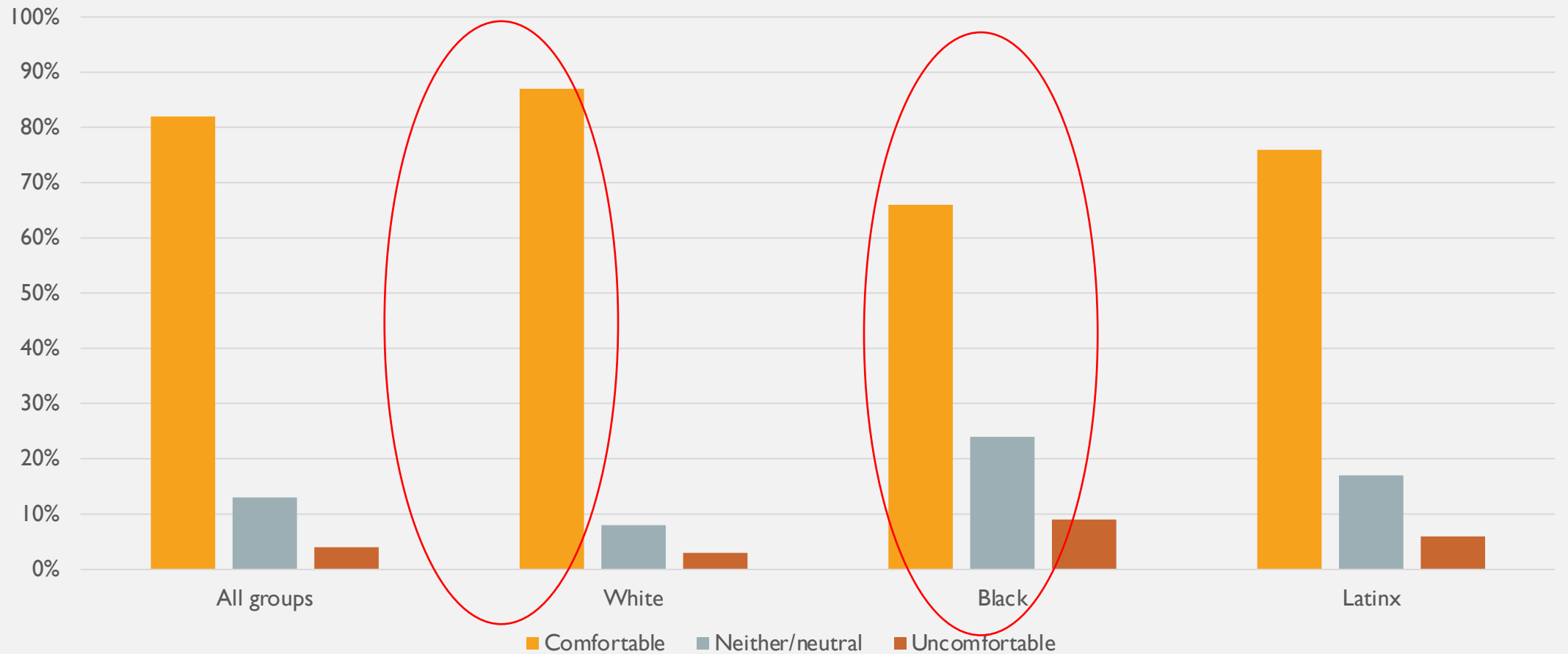
Primary focus on Black, Latinx, and White students

BLACK AND
LATINX STUDENTS
REPORT LESS
COMFORT WITH
OVERALL
INSTITUTIONAL
CLIMATE
COMPARED TO
OTHER GROUPS.

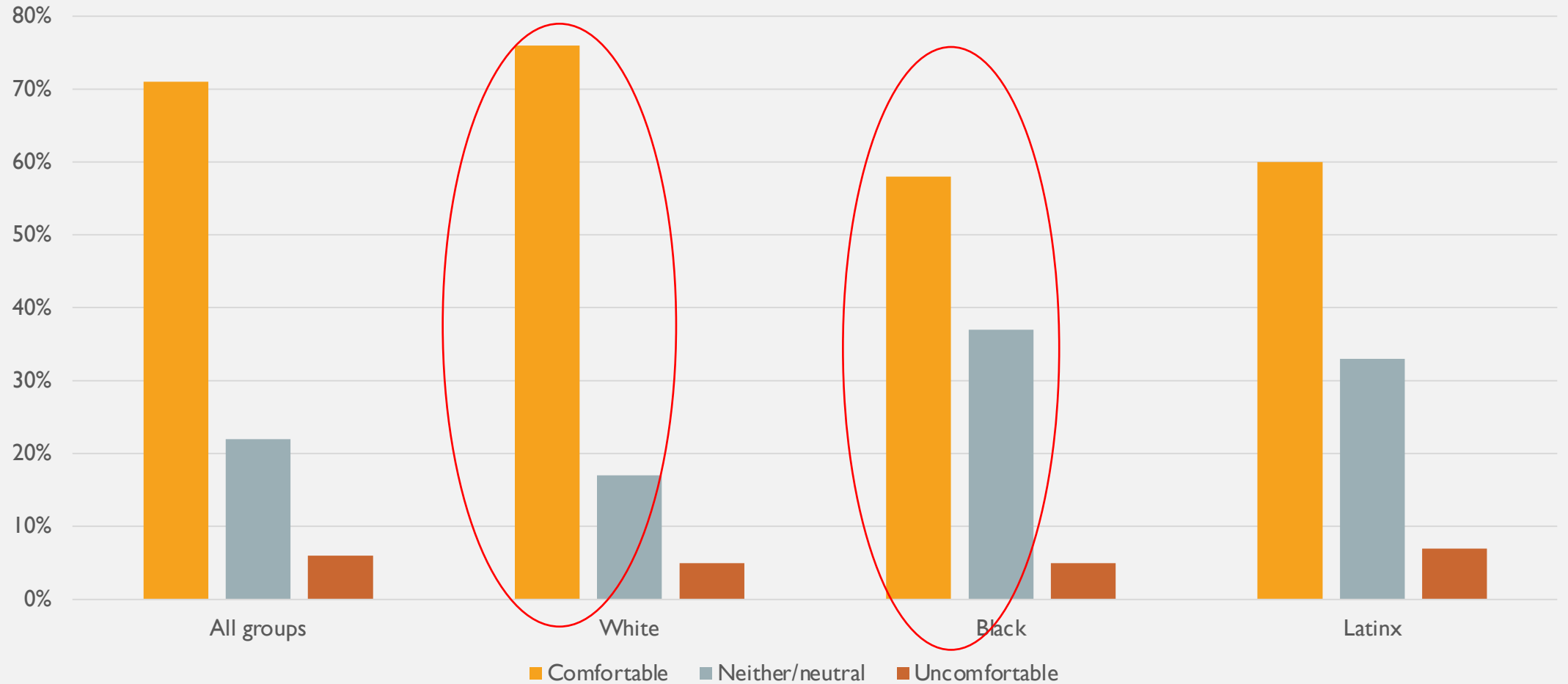
THE OVERALL INSTITUTIONAL CLIMATE AT SUNY CORTLAND



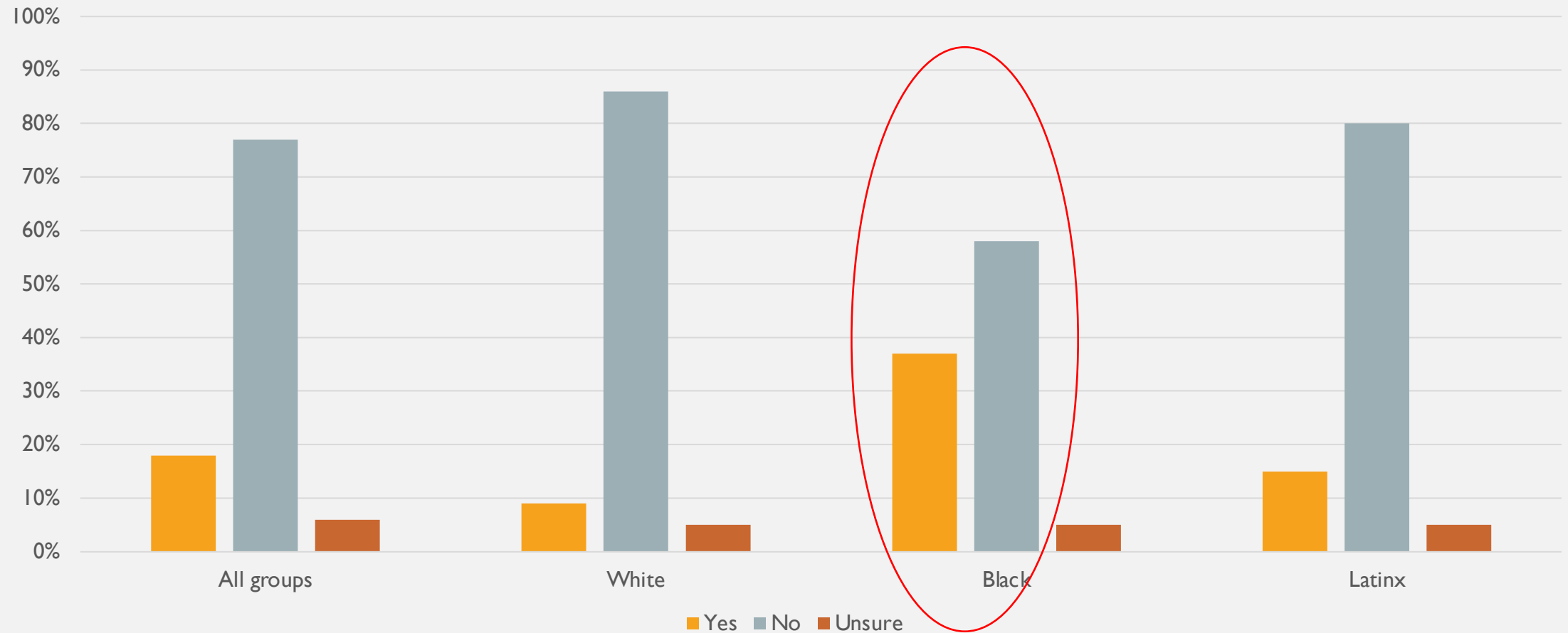
THE CLIMATE IN YOUR ACADEMIC DEPARTMENT



THE CLIMATE IN YOUR RESIDENCE HALL OR OFF-CAMPUS HOUSING

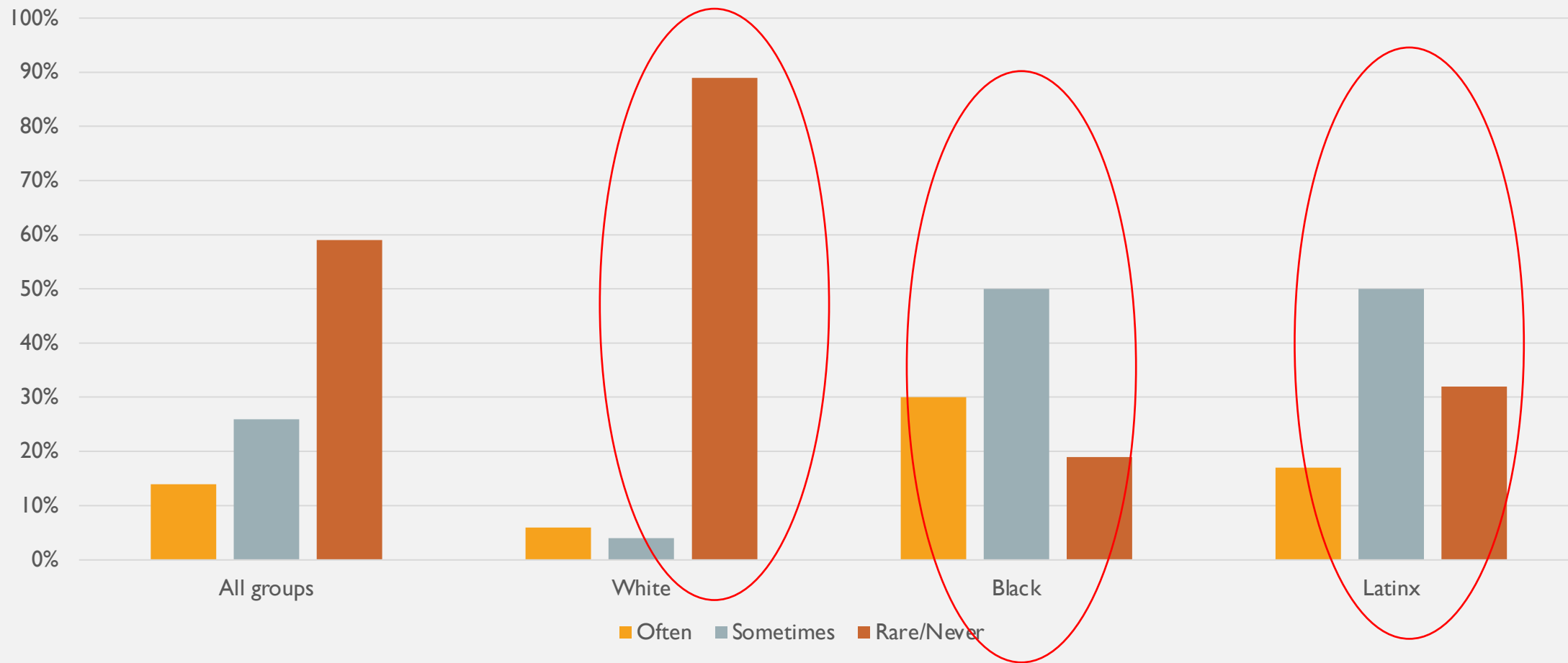


IN THE PAST YEAR HAVE YOU EVER SERIOUSLY CONSIDERED LEAVING SUNY CORTLAND BECAUSE OF THE INSTITUTIONAL CLIMATE

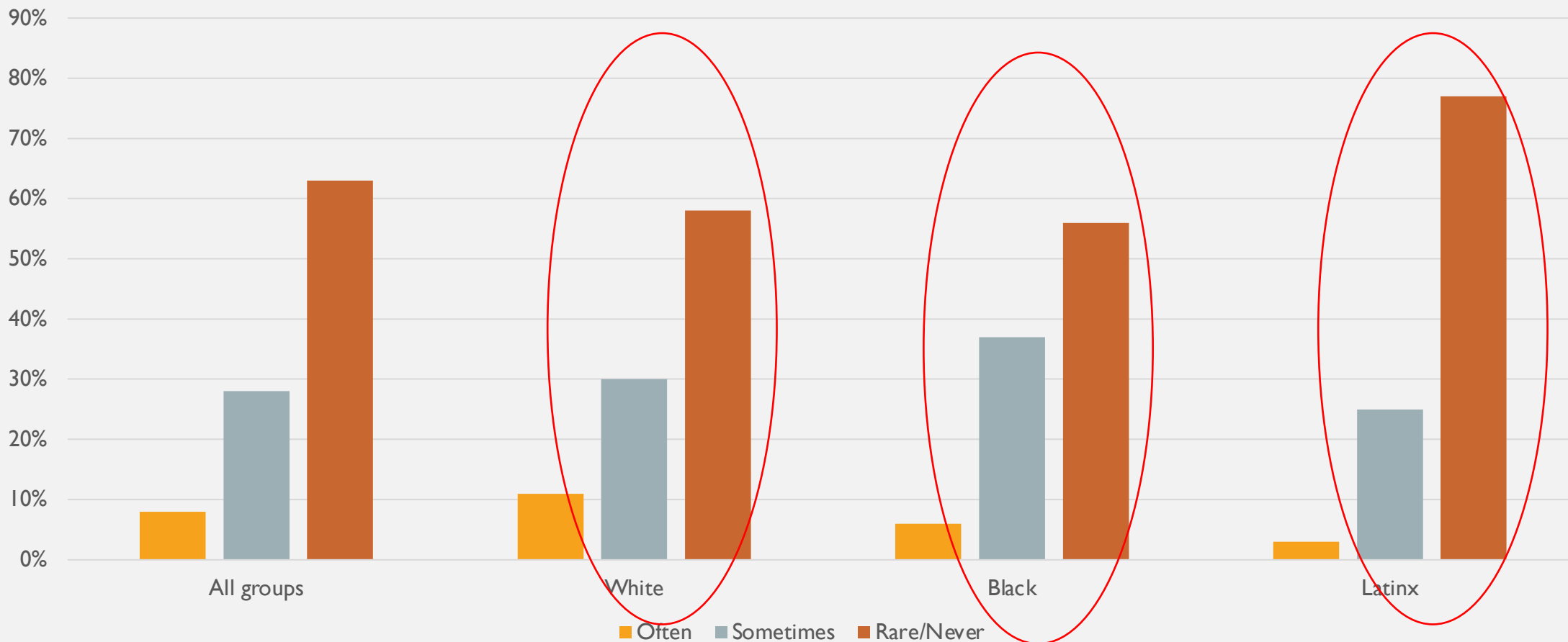


PERSONAL
EXPERIENCES OF
EXCLUSION,
INTIMIDATION,
OFFENSIVE, HOSTILE
OR HARASSING
CONDUCT

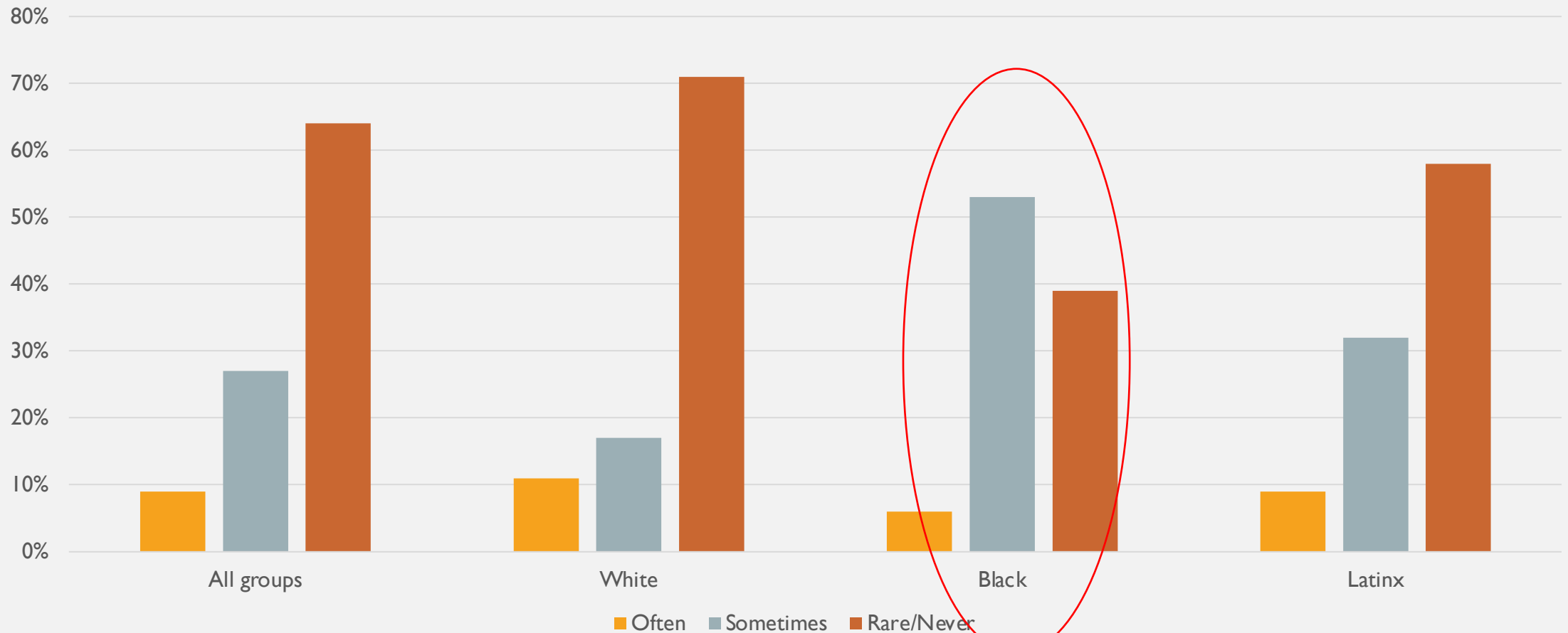
HOW OFTEN HAVE YOU PERSONALLY EXPERIENCED ANY OF THE CONDUCT NOTED ABOVE DUE TO: MY RACE/ETHNICITY



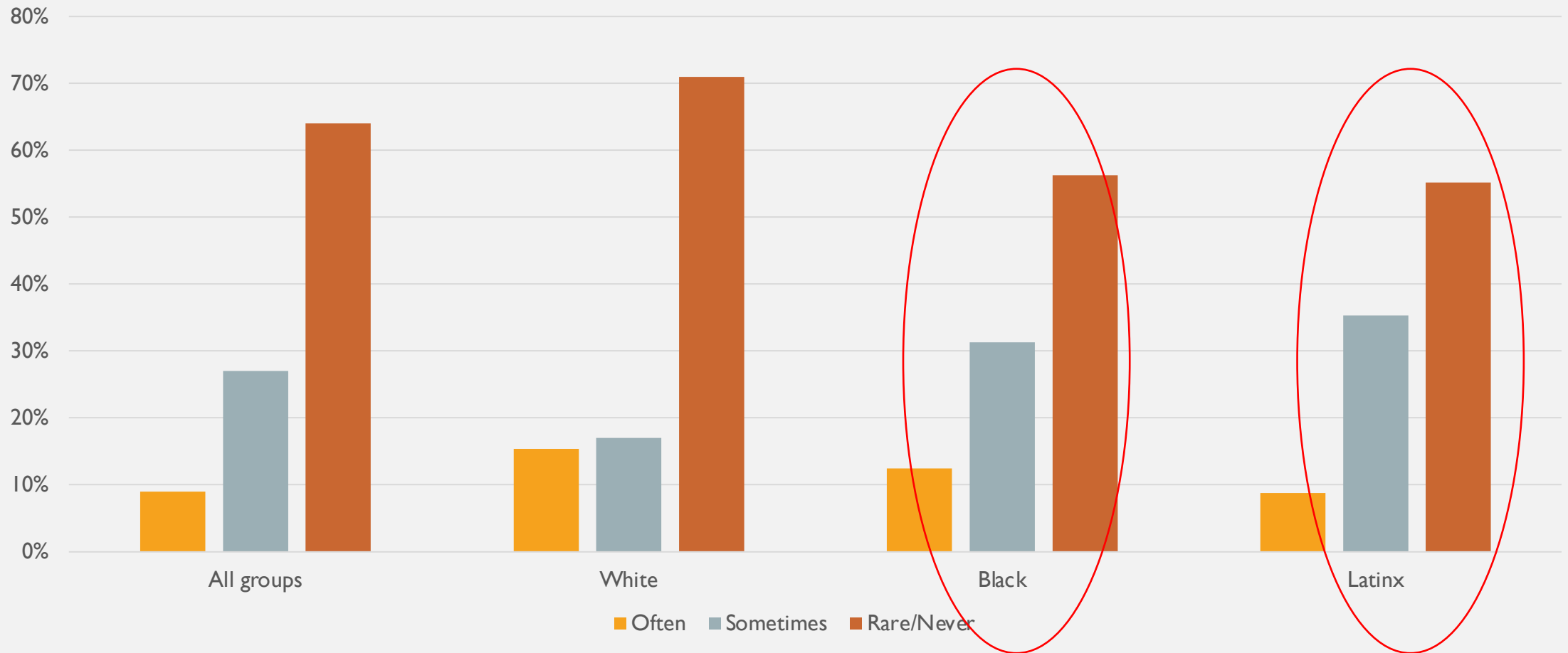
HOW OFTEN HAVE YOU PERSONALLY EXPERIENCED ANY OF THE CONDUCT NOTED ABOVE DUE TO: MY GENDER/SEX



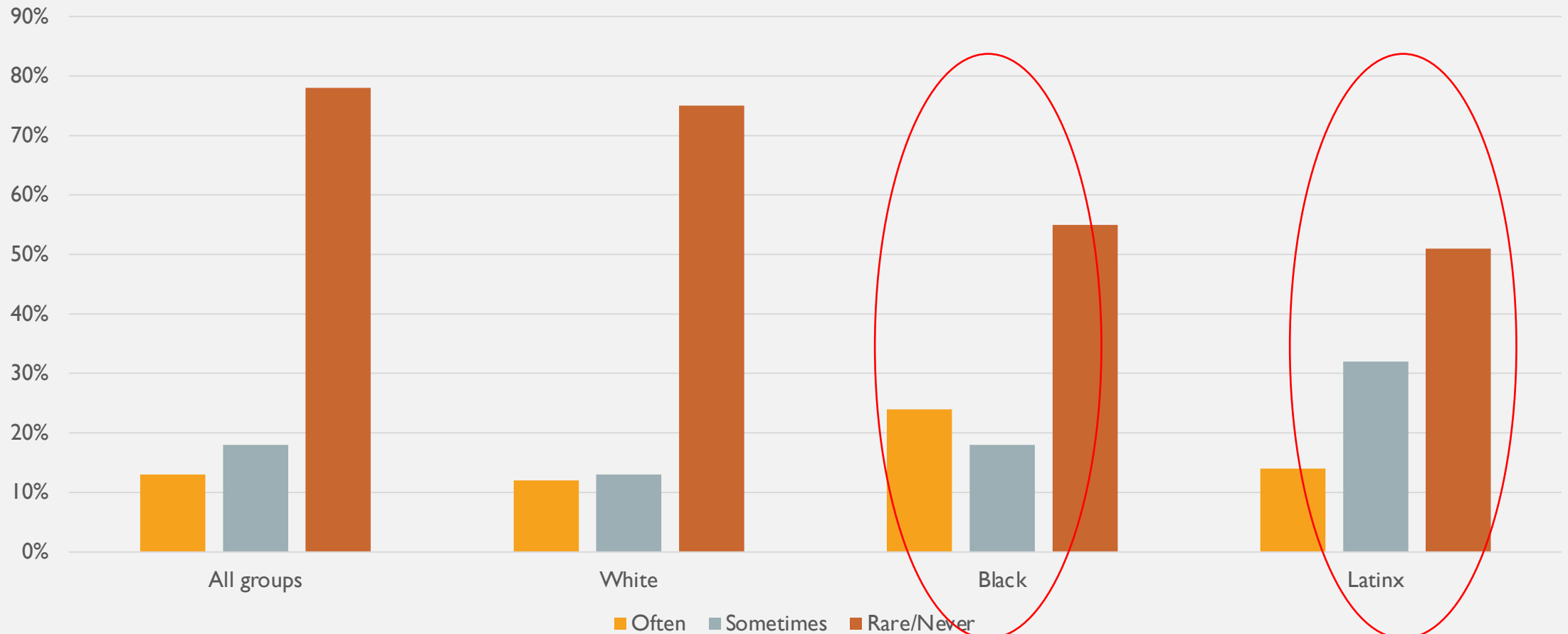
HOW OFTEN HAS THE **SOURCE** OF THE CONDUCT NOTED ABOVE BEEN:
SUNY CORTLAND ADMINISTRATION AND STAFF



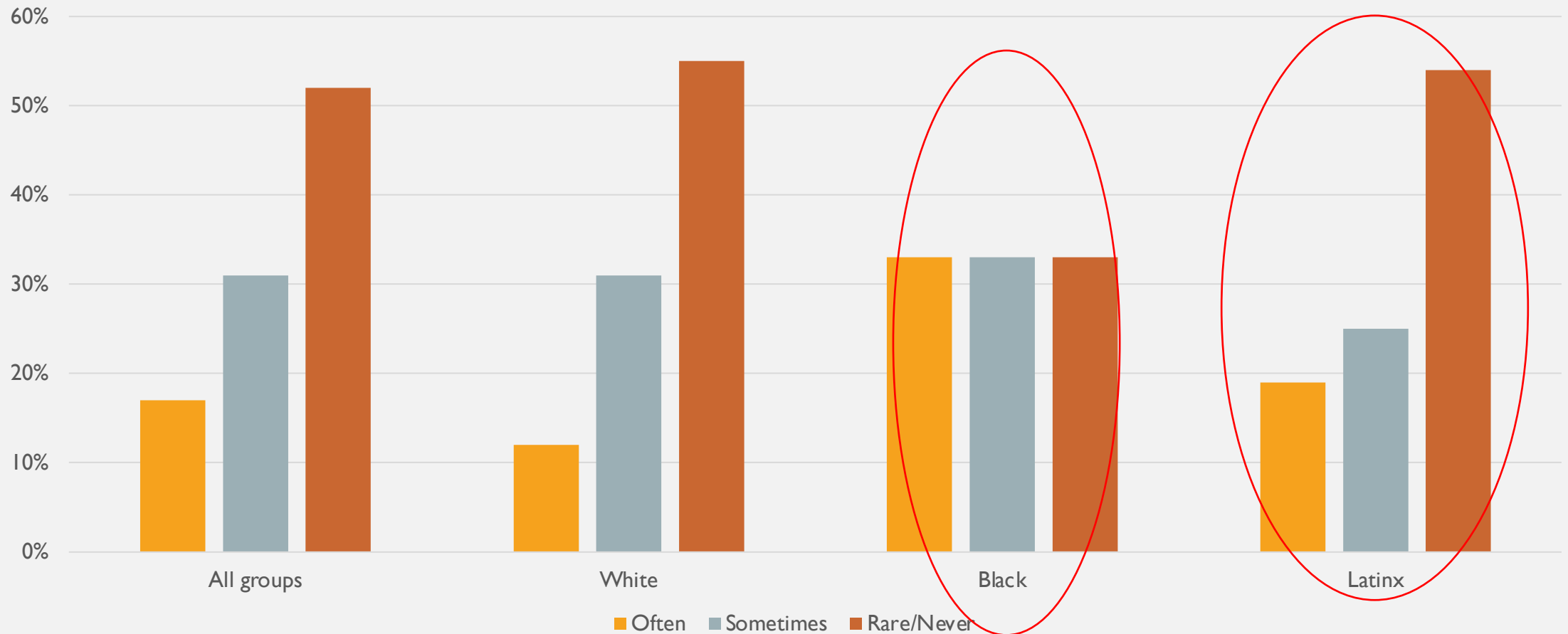
HOW OFTEN HAS THE *SOURCE* OF THE CONDUCT NOTED ABOVE BEEN: SUNY CORTLAND FACULTY



HOW OFTEN HAS THE **SOURCE** OF THE CONDUCT NOTED ABOVE BEEN:
OFF CAMPUS/LOCAL COMMUNITY MEMBER



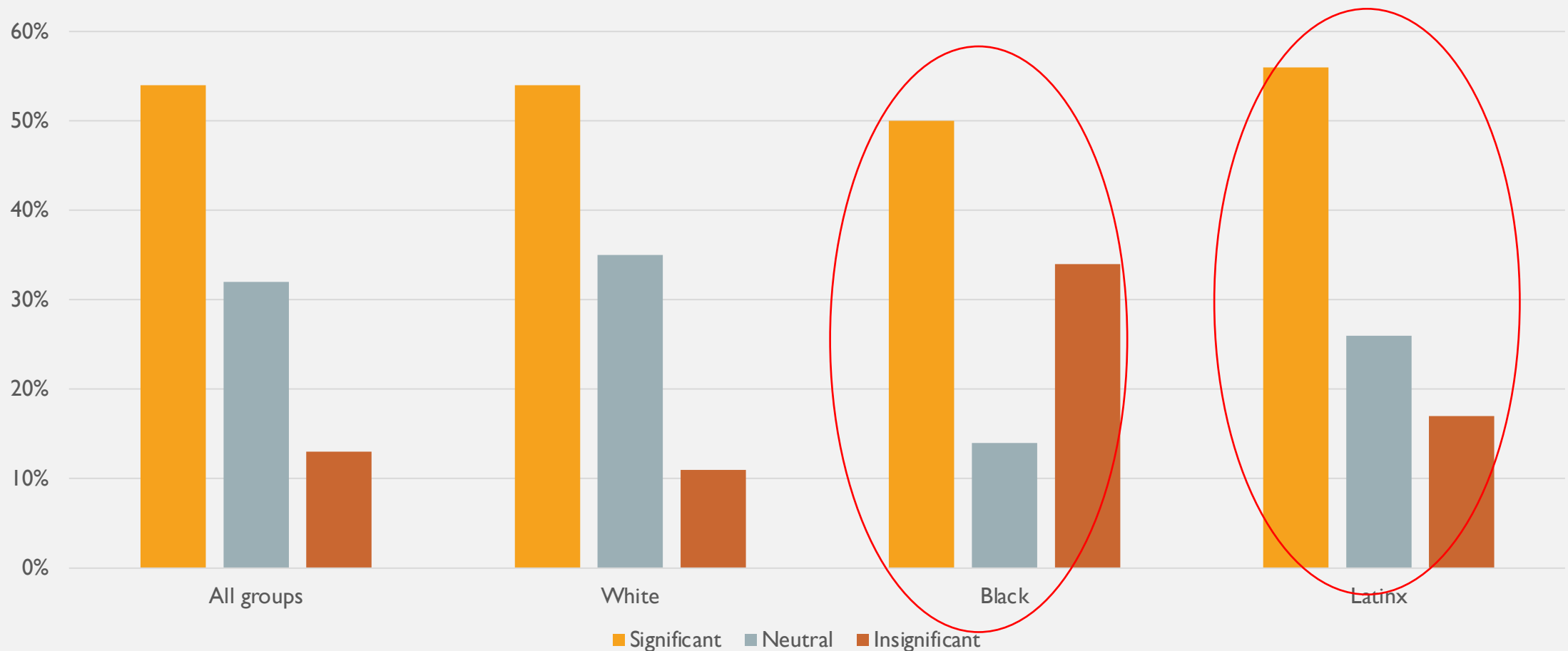
HOW OFTEN HAS THE **SOURCE** OF THE CONDUCT NOTED ABOVE BEEN:
SUNY CORTLAND STUDENT(S)



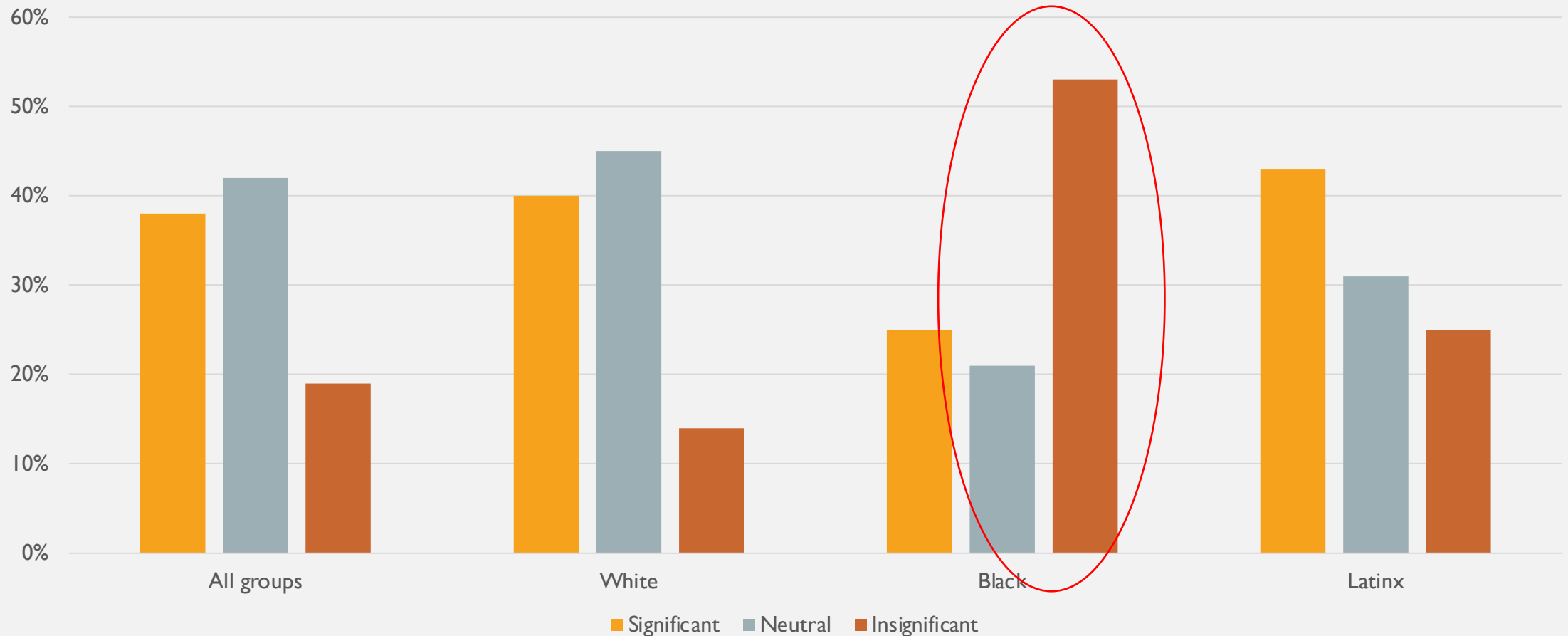


INSTITUTIONAL ACTIONS RELATED
TO CAMPUS CLIMATE FOR DIVERSITY,
EQUITY AND INCLUSION

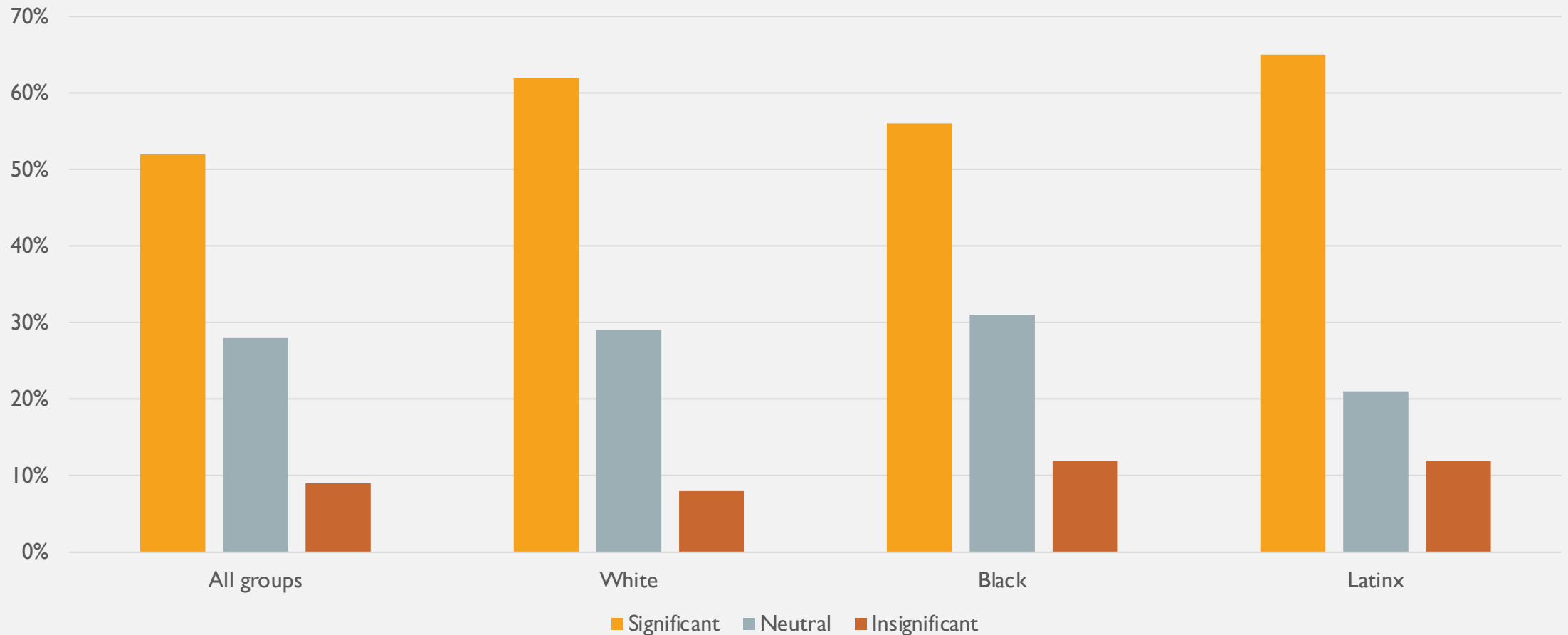
INDICATE YOUR PERSPECTIVE OF THE **LEVEL OF EFFORT/ ATTENTION** BY SUNY CORTLAND:
TO INCREASE THE DIVERSITY OF THE FACULTY



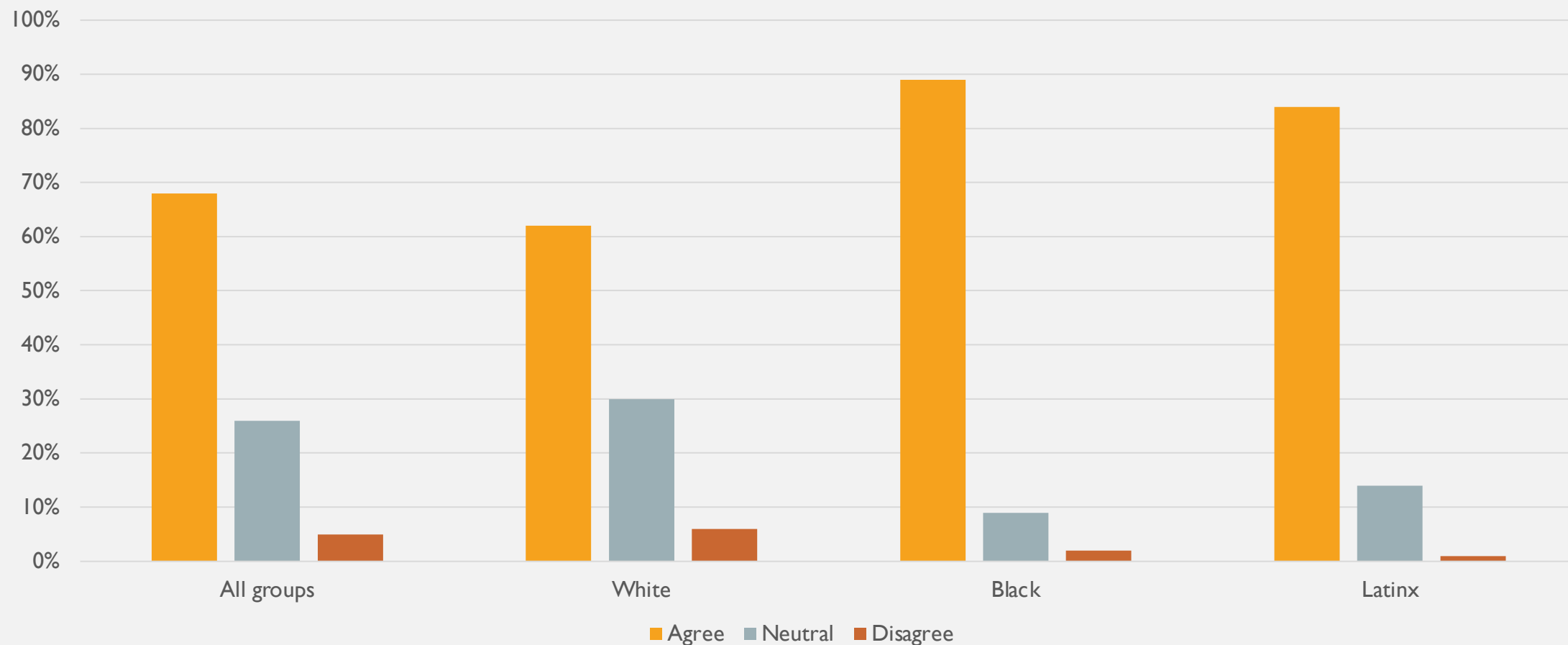
INDICATE YOUR PERSPECTIVE OF THE **LEVEL OF EFFORT/ ATTENTION** BY SUNY CORTLAND:
TO INCREASE THE DIVERSITY OF THE STAFF



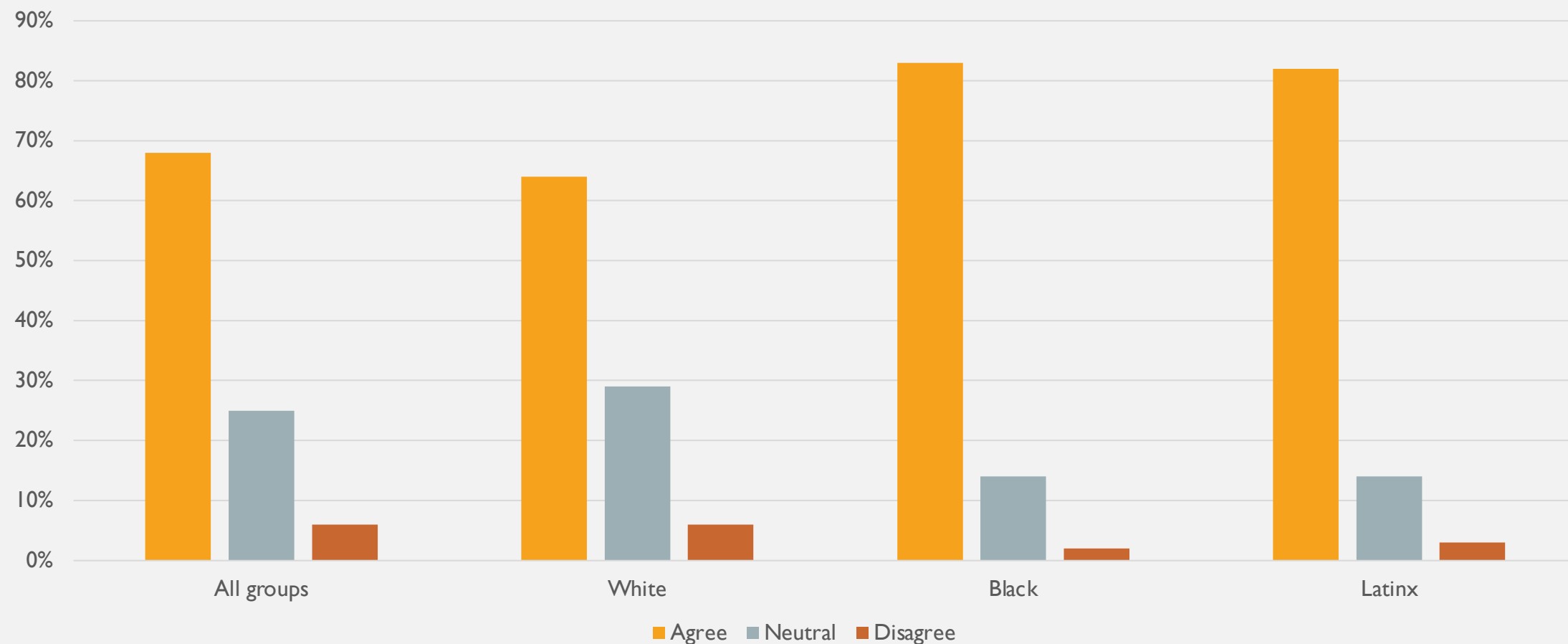
INDICATE YOUR PERSPECTIVE OF THE **LEVEL OF EFFORT/ ATTENTION** BY SUNY CORTLAND:
TO INCREASE THE DIVERSITY OF THE STUDENT BODY



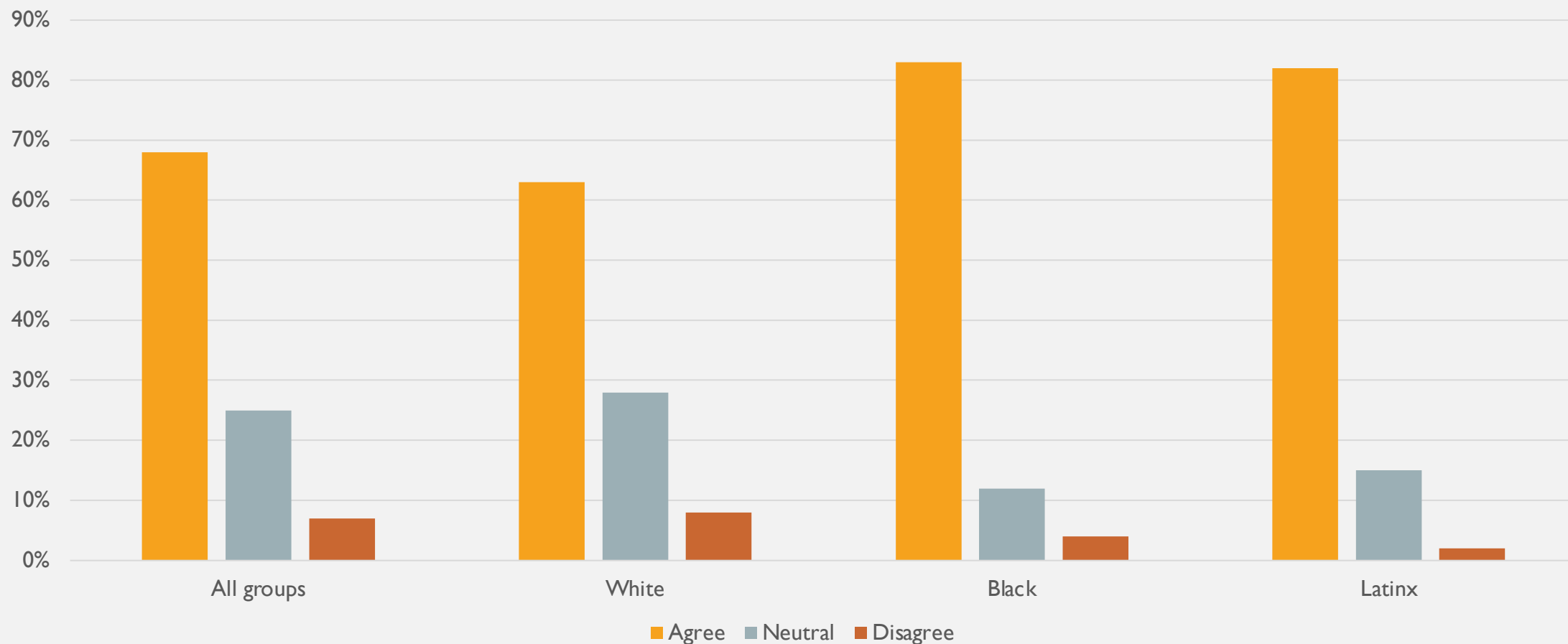
TO FURTHER ADVANCE ITS EFFORTS RELATED TO EQUITY AND INCLUSION, SUNY CORTLAND SHOULD PROVIDE MORE **DIVERSITY EDUCATION/ TRAINING FOR: ADMINISTRATORS**



TO FURTHER ADVANCE ITS EFFORTS RELATED TO EQUITY AND INCLUSION, SUNY CORTLAND SHOULD PROVIDE MORE **DIVERSITY EDUCATION/TRAINING FOR: FACULTY**



TO FURTHER ADVANCE ITS EFFORTS RELATED TO EQUITY AND INCLUSION, SUNY CORTLAND SHOULD PROVIDE MORE **DIVERSITY EDUCATION/TRAINING FOR: STUDENTS**



SUMMARY

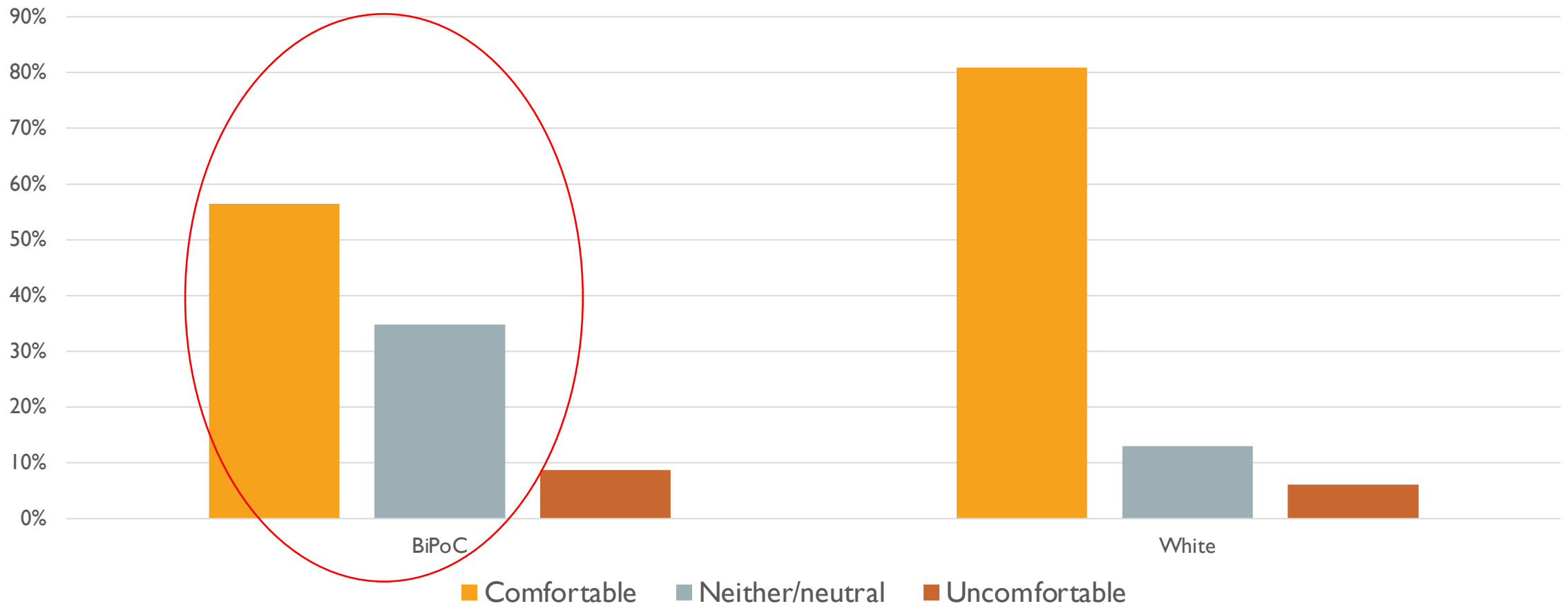
- Level of comfort
 - Black students demonstrate greater ambivalence than other groups in feeling comfortable with off-campus/local community members
 - Black students more frequently considered leaving SUNY Cortland due to climate
- Experiences of exclusion, harassment, etc.
 - Among students responding to items, experiences tied to race/ethnicity, and gender/sex more frequently noted.
 - The sources of these experiences tended to be noted as occurring among SUNY staff, off-campus/local community member, and SUNY students.
- Efforts to increase diversity
 - Among students, Black and Latinx students noted more frequently than other groups the efforts to diversify staff and faculty as insignificant.
 - Among all students, efforts to diversify student body noted most commonly as significant
- Areas of further training
 - Among all students, there is a majority who identify a need for further diversity training for staff, faculty and students; more than 80% of Black and Latinx students noted these need



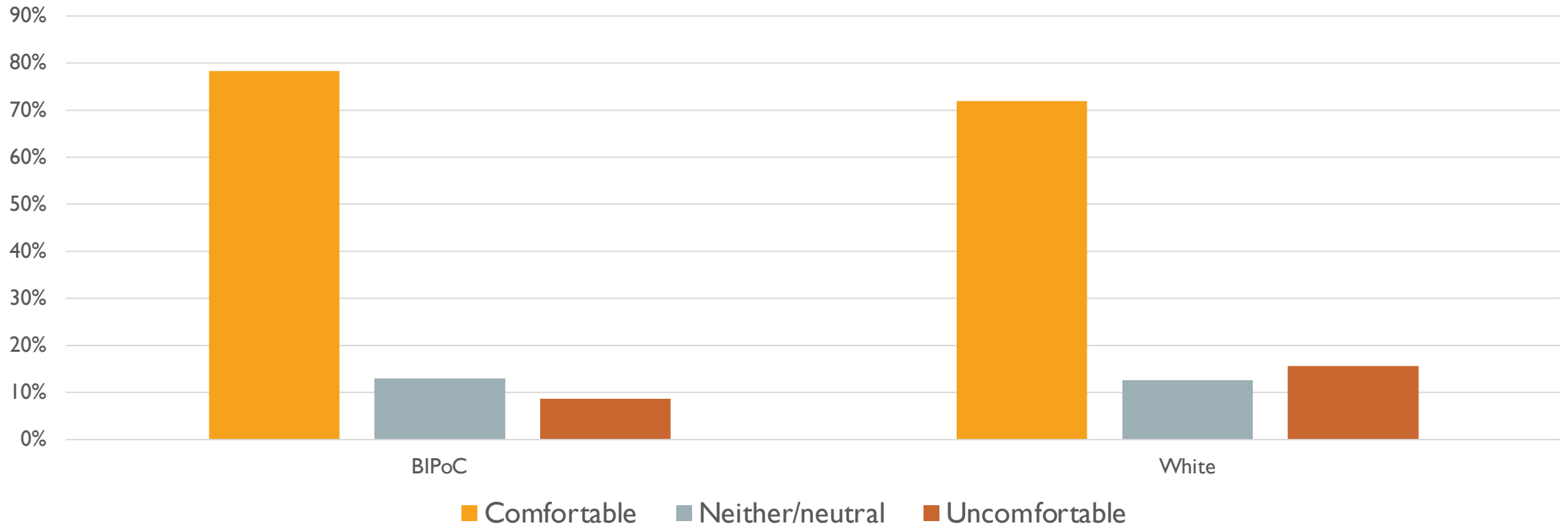
STAFF INCLUSION SURVEY

LEVEL OF COMFORTABLE AT SUNY
CORTLAND DURING PAST YEAR

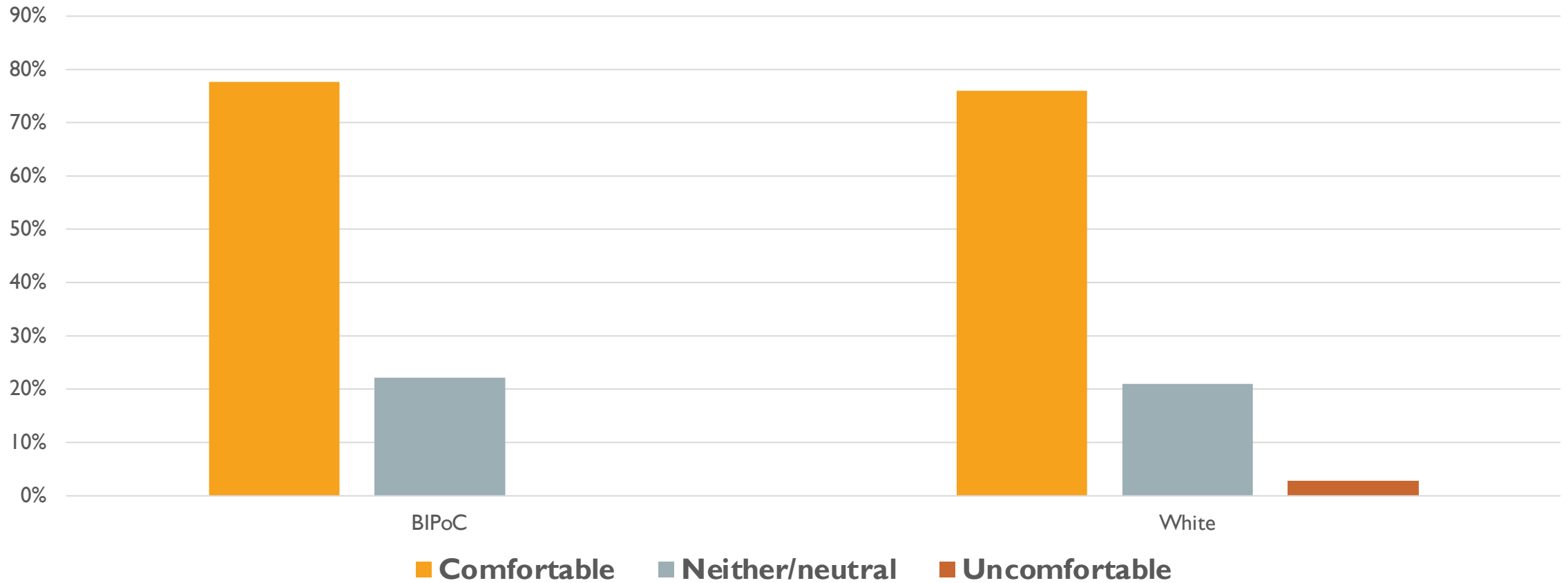




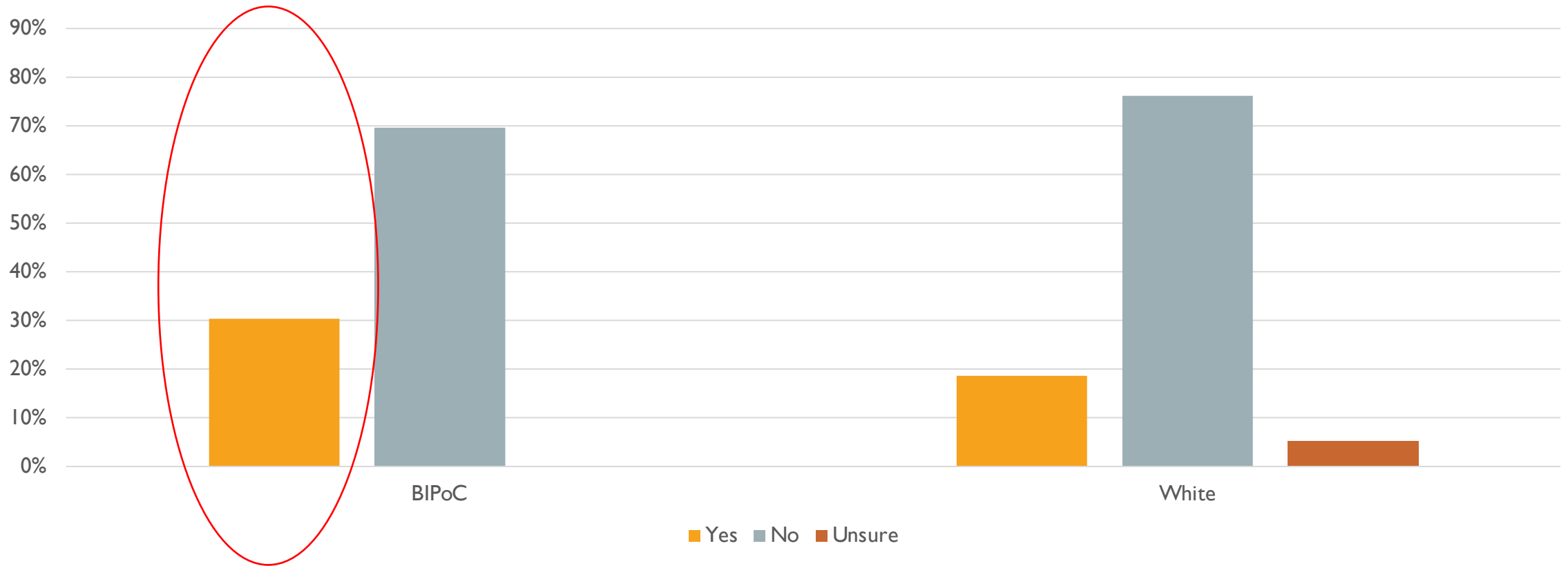
**PERCENT COMFORTABLE WITH OVERALL
INSTITUTIONAL CLIMATE**



PERCENT COMFORTABLE WITH CLIMATE IN ACADEMIC DEPARTMENT



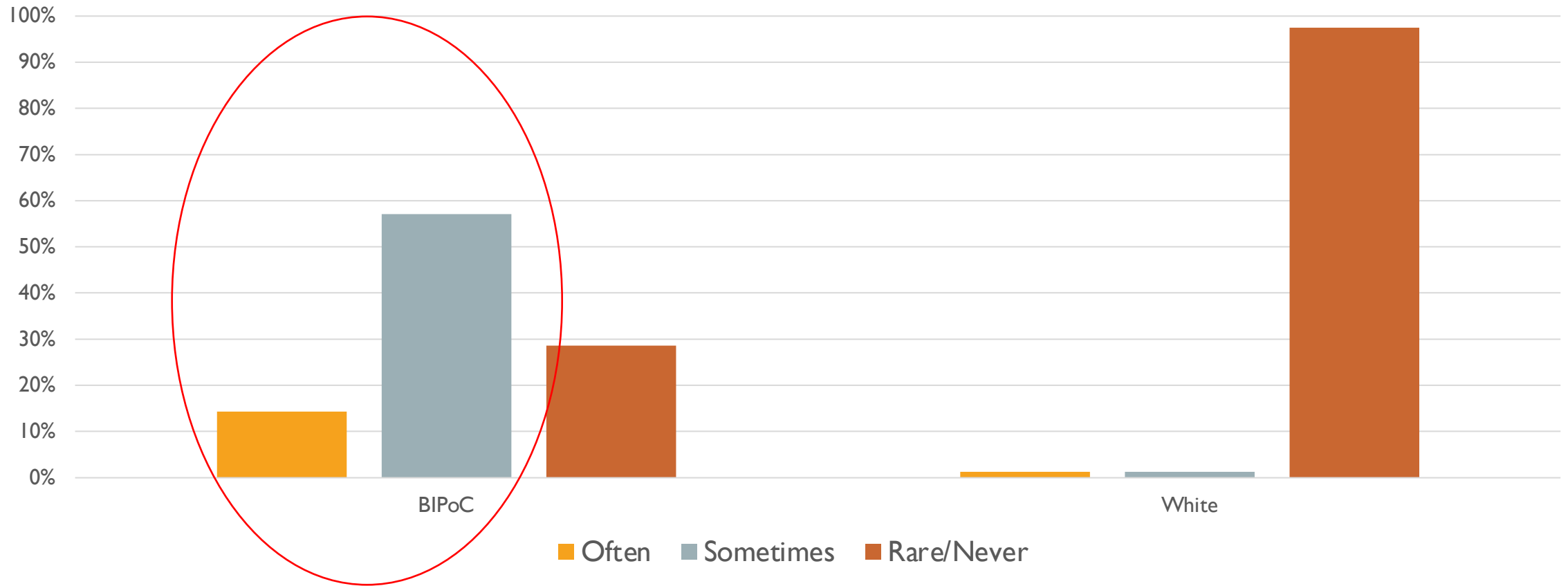
PERCENT COMFORTABLE WITH CLIMATE IN YOUR CLASSES



**PERCENT HAVE SERIOUSLY CONSIDERED LEAVING
SUNY CORTLAND DUE TO INSTITUTIONAL CLIMATE**



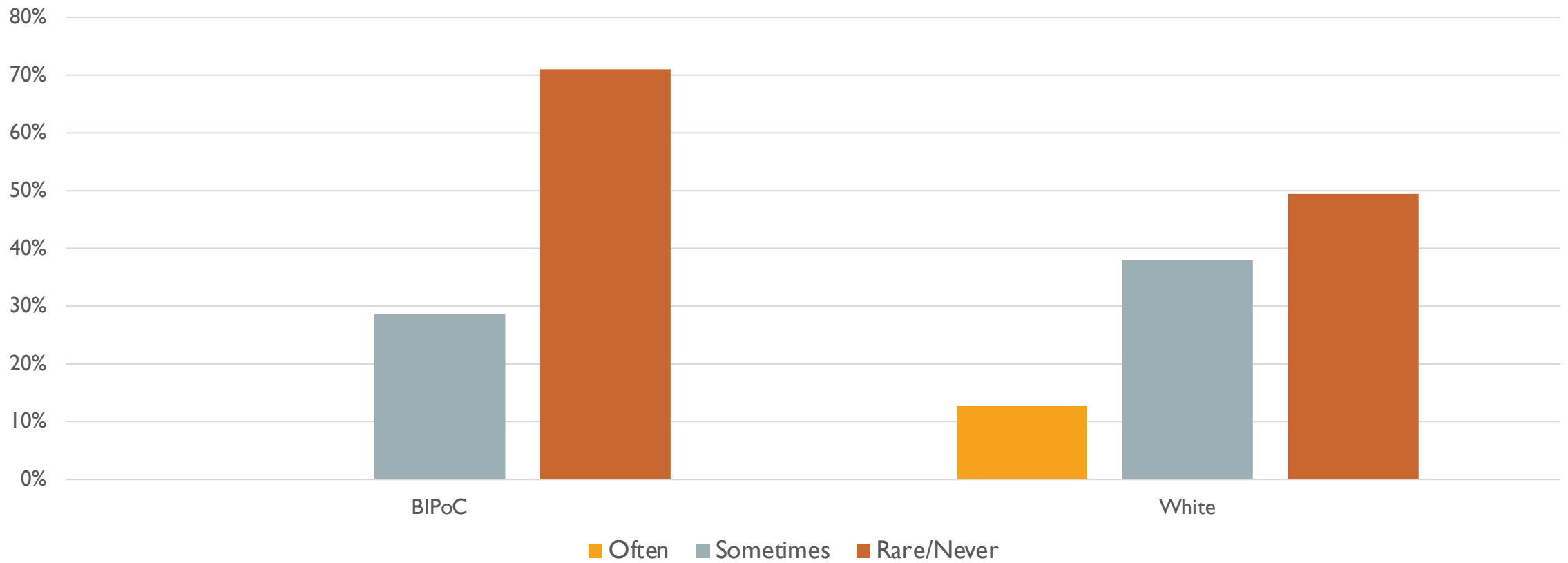
PERSONAL EXPERIENCES OF EXCLUSION,
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HARASSING CONDUCT



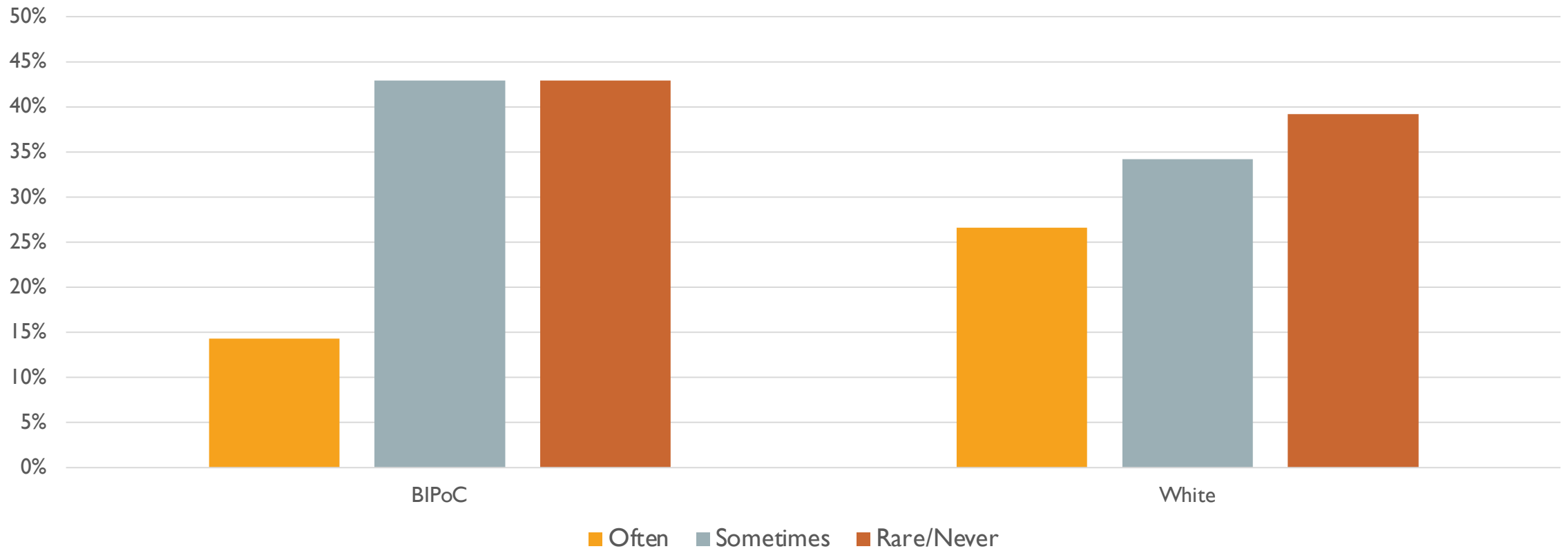
PERCENT FREQUENCY EXPERIENCING ANY EXCLUSION DUE TO RACE/ETHNICITY

STRUGGLES WITH DISCUSSION OF DIVERSITY

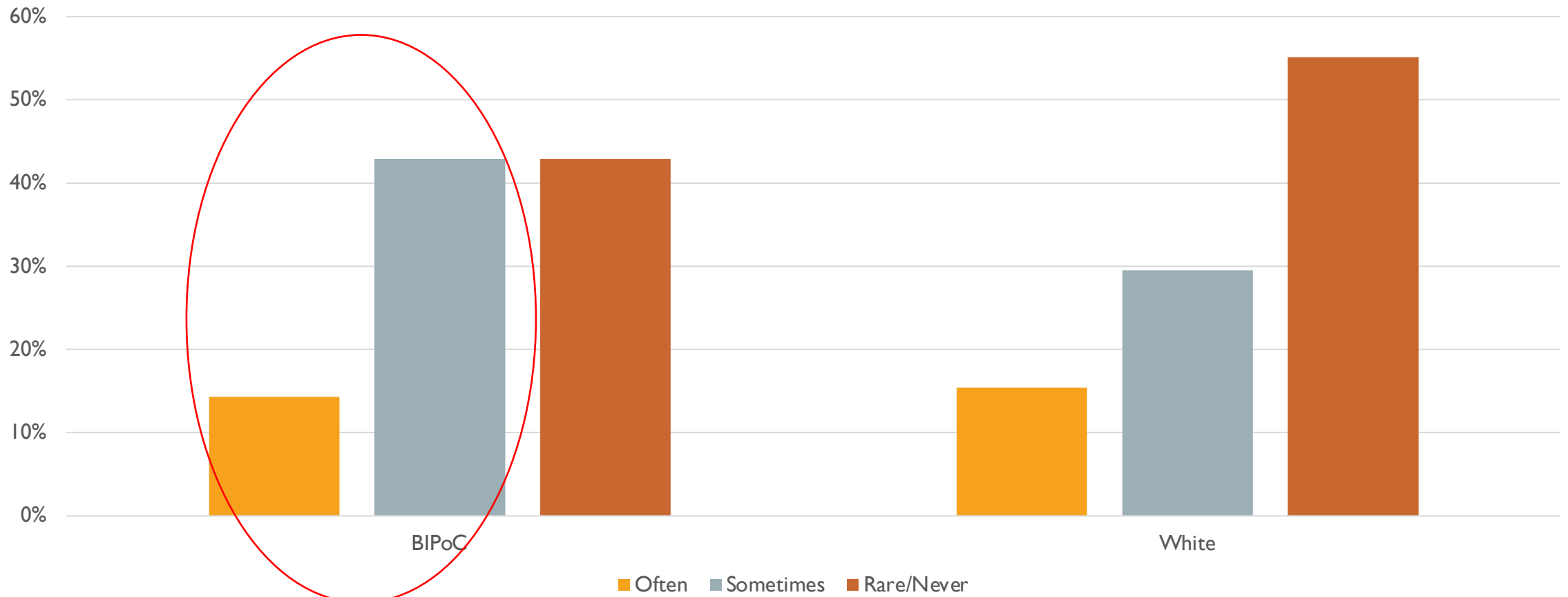
- “Maybe I am old fashioned but the best person for a position shouldn't be determined by race, gender or personal beliefs.They should be hired or promoted because they are the most qualified for that particular position. We are all Americans, I don't see race or gender, I just see a person. Having said that I feel that there is plenty of representation for so called minority groups, I would go as far as to say there is probably too much. For example, I just opened up an email regarding a group called black lives matter , personally I only see American lives matter and there is no need to promote a group that is based on color. Conversely if I opened up an email regarding white lives matter I would feel the same way. It just seems hypocritical that if there was a group here on campus called white lives matter they would be considered white nationalist/racist wouldn't you agree? To me its counterproductive to point out one group because of the color of their skin, when at the same time I am required to be inclusive to everyone. Again, I only see people for who they are and how they treat others, I don't see color or gender, they are all the same to me.”



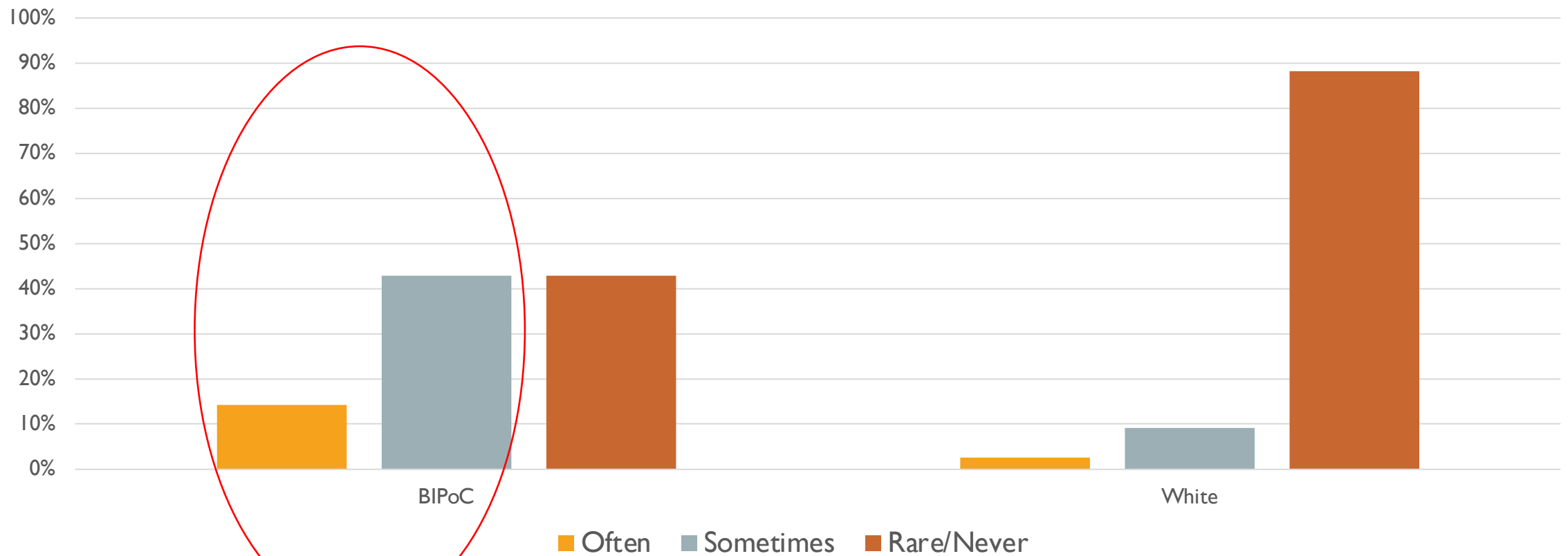
**PERCENT FREQUENCY PERSONALLY
EXPERIENCED ANY EXCLUSION DUE TO
GENDER/SEX**



PERCENT FREQUENCY ANY EXCLUSION DUE TO
SUNY CORTLAND ADMINISTRATION AND STAFF



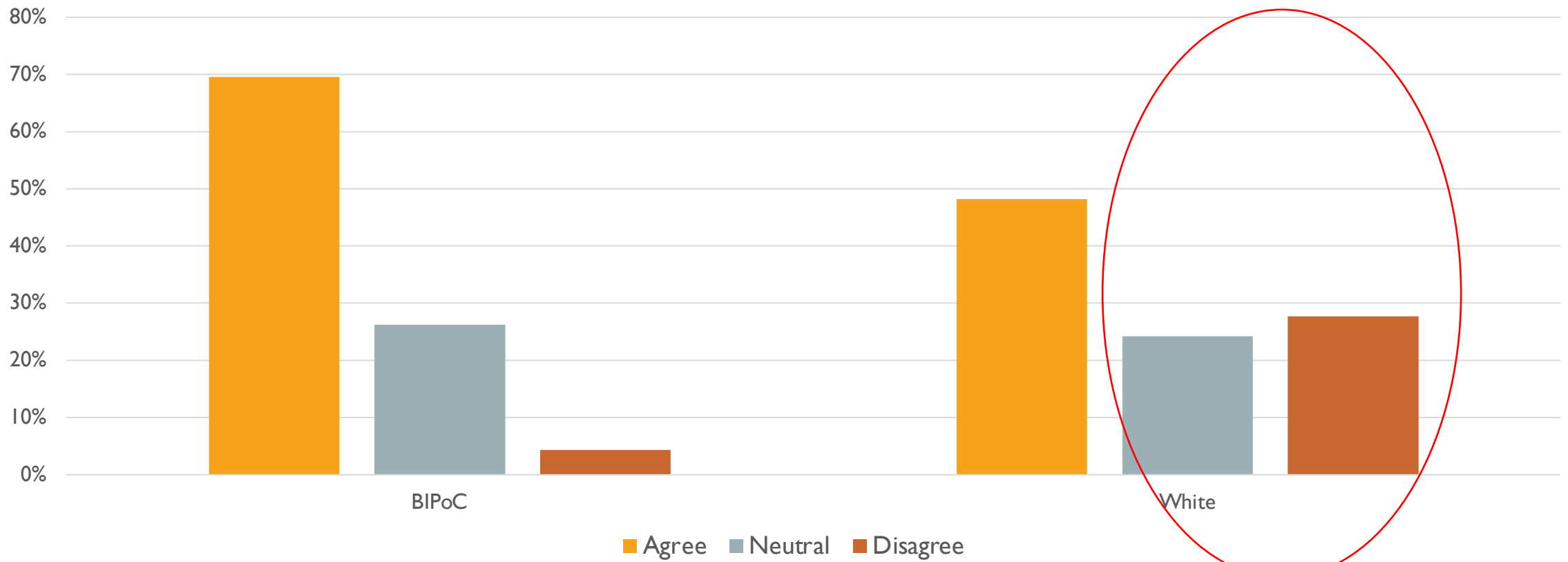
PERCENT FREQUENCY ANY EXCLUSION DUE TO SUNY CORTLAND FACULTY/PROFESSORS



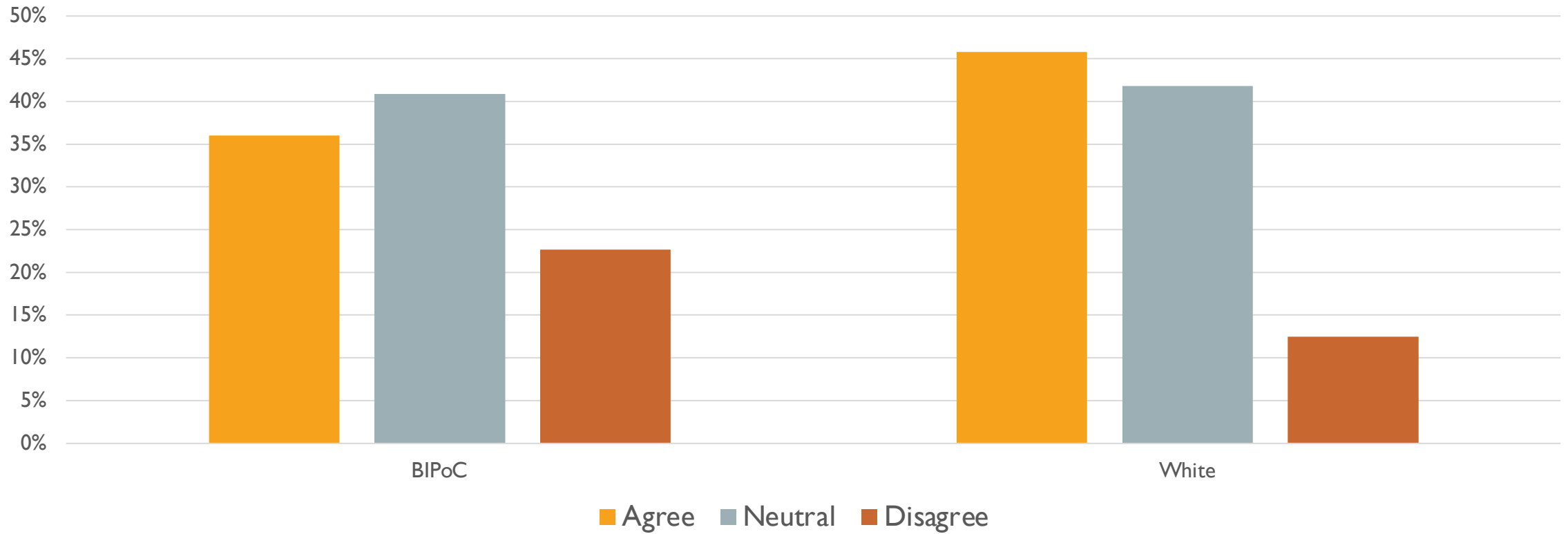
PERCENT FREQUENCY ANY EXCLUSION DUE TO OFF CAMPUS/LOCAL COMMUNITY MEMBER



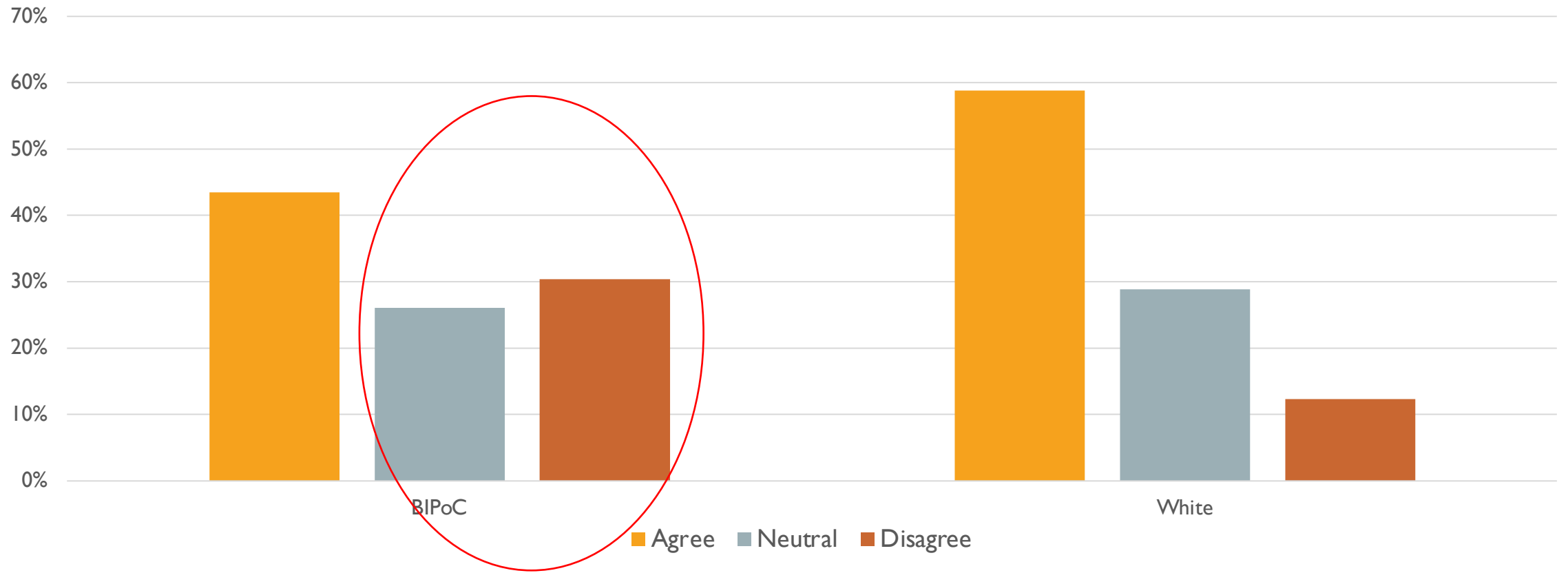
CLIMATE OF UNIVERSITY



**PERCENT AGREEMENT INSTITUTIONAL CLIMATE IS
ACCESSIBLE FOR PERSONS WITH PHYSICAL
DISABILITIES**



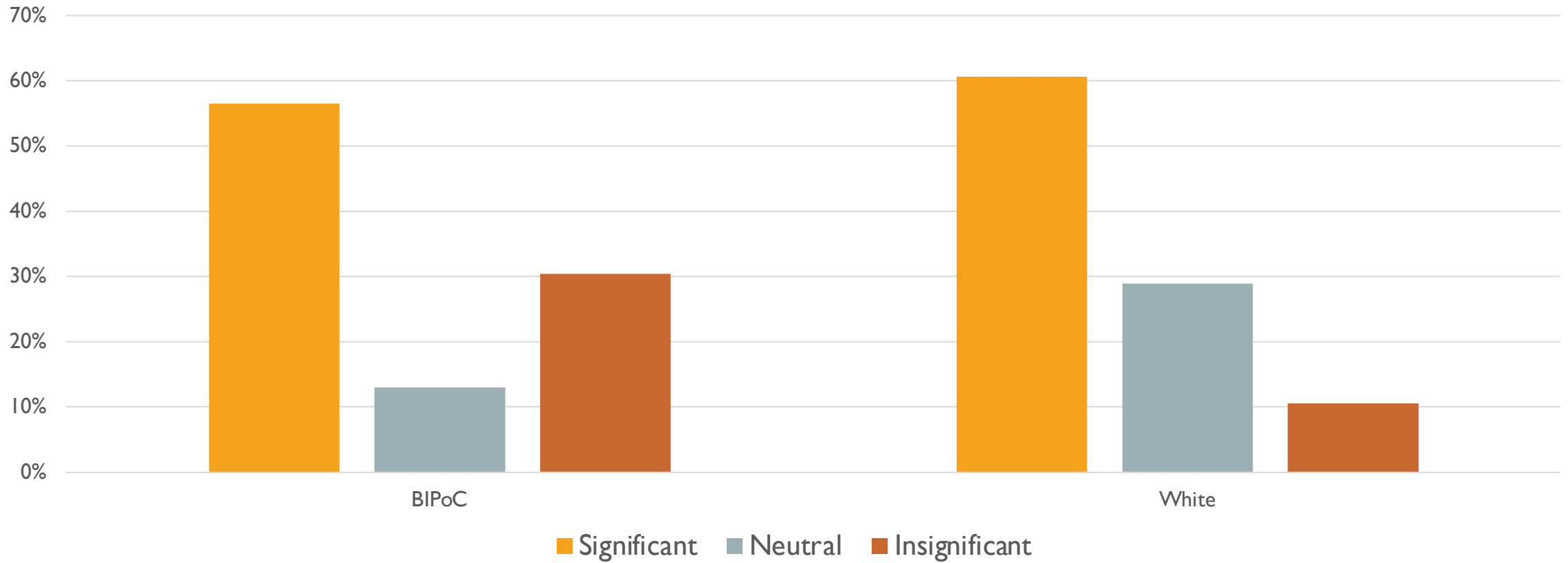
PERCENT AGREEMENT INSTITUTIONAL CLIMATE IS POSITIVE FOR PEOPLE WHO IDENTIFY AS TRANSGENDER OR OTHER GENDER IDENTITY



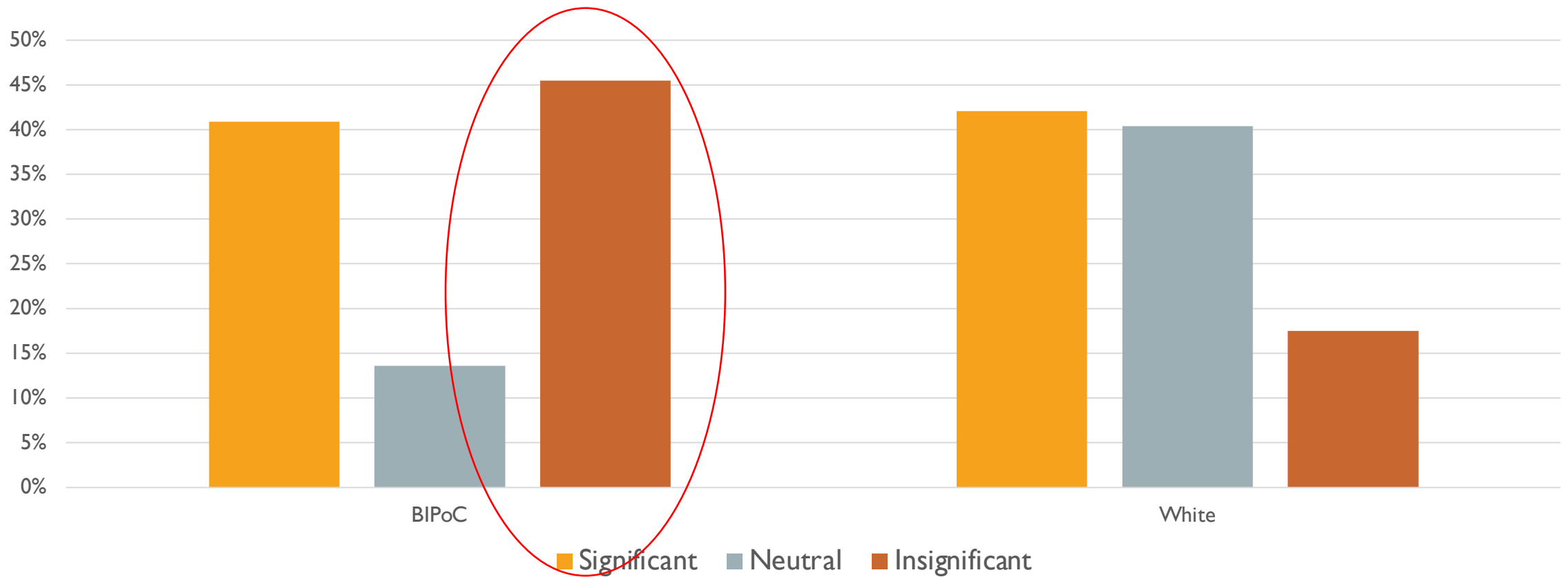
PERCENT AGREEMENT INSTITUTIONAL CLIMATE IS POSITIVE FOR PEOPLE OF COLOR (BLACK, HISPANIC, NATIVE AMERICAN, ASIAN)



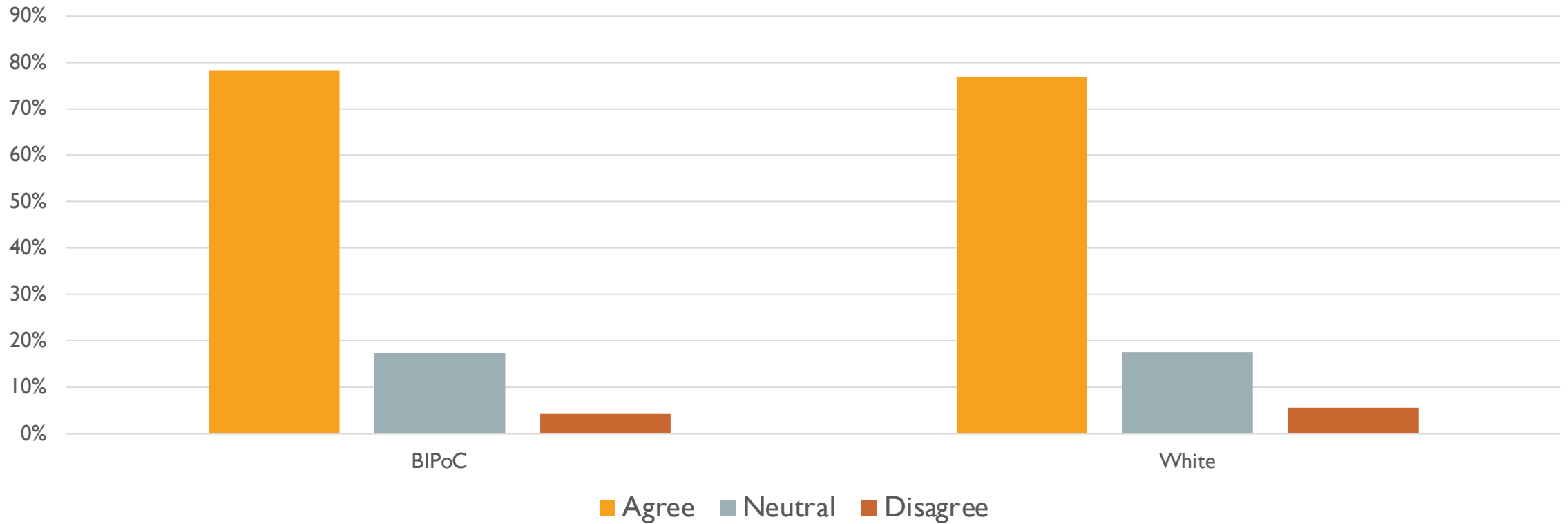
INSTITUTIONAL
ACTIONS
RELATED TO
CAMPUS
CLIMATE FOR
DIVERSITY,
EQUITY AND
INCLUSION



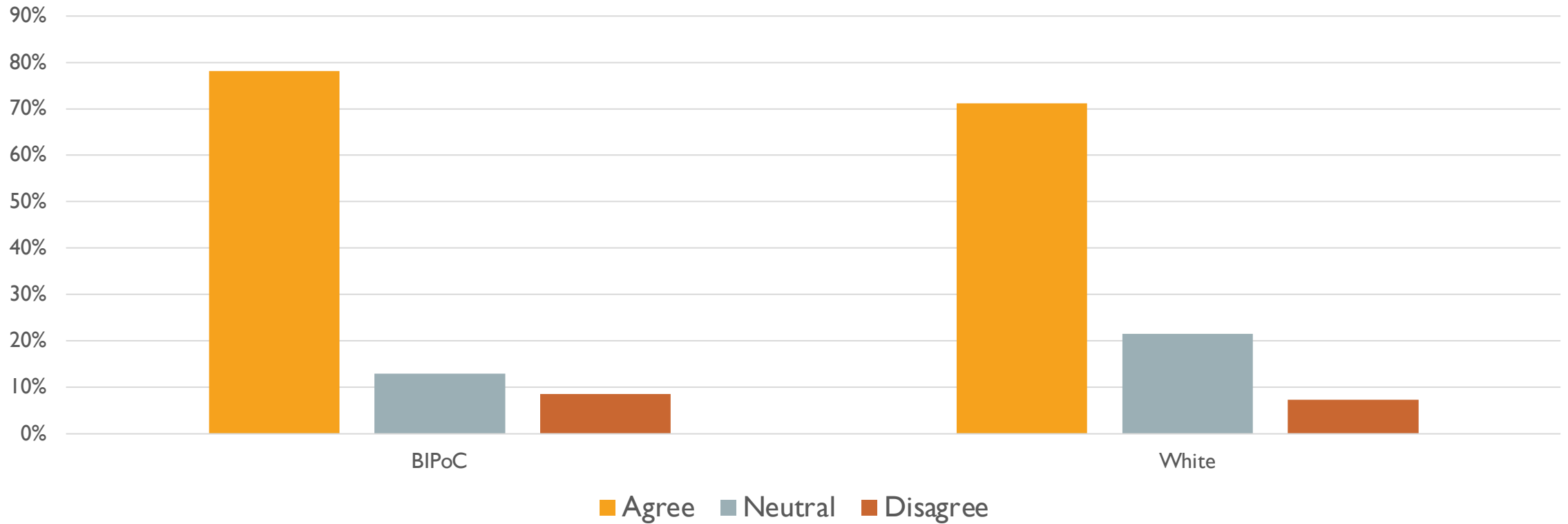
PERCENT PERCEIVE SIGNIFICANCE IN EFFORTS
TO INCREASE THE DIVERSITY OF THE FACULTY



PERCENT PERCEIVE SIGNIFICANCE IN EFFORTS TO INCREASE THE DIVERSITY OF THE STAFF



PERCENT AGREE TO EQUITY EFFORTS TO PROVIDE MORE DIVERSITY EDUCATION/TRAINING FOR ADMINISTRATORS



PERCENT AGREE TO EQUITY EFFORTS TO PROVIDE MORE DIVERSITY EDUCATION/TRAINING FOR FACULTY

RECOMMENDATIONS

- Given the range of perspectives identified among Black and Latinx students, conducting an exit interview for graduating students to understand the texture of experiences across the campus and over their time period.
- SUNY Cortland administration communicating with student, staff and faculty regarding the types of efforts occurring and/or being planned to improve diversity and education.
- Create a system of training and education on diversity that is woven into departments, counseling supports, residence hall programming, and other university programming.

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WHAT WOWED US
AND WHAT ARE WE
LEFT WONDERING?



THANK YOU!
COLLABORATE
WITH EQUITY
COMMITTEE

