

State University of New York College at Cortland

Gender Climate Review: A Three Year Analysis

Submitted
June 2017

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EXECUTIVE SUMMARY

- SUNY Cortland administered a gender climate survey for three consecutive years (2013-14, 2014-15, and 2015-16) designed by Gender Policies and Initiatives Council members.
- The qualitative comments from the surveys yielded 16 themes which were aggregated into 3 general themes: Campus Climate, Harassment and Subtle Sexism. The quantitative questions asked in the surveys were then organized around these themes for the purpose of this report.

Campus Climate

- Campus climate comments included the thematic areas of “Old Boys’ Club,” composition of administration, leadership priorities, workload issues, advancement, campus educational efforts, perceptions of the safety of campus, and issues pertaining to LGBTQAIP identity among others.
- In general, employees and students gave the campus a positive rating. Over 70 percent of employees and students provided a positive or very positive rating. However, understanding why 30 percent of the campus did not provide a positive rating is imperative.
- Nearly 90 percent of employees and students view SUNY Cortland as a safe campus.
- Nearly 20 percent of both employees and students did not indicate that they at least agree with the statement that overall there is a positive acceptance at SUNY Cortland for all people regardless of gender.
- The percentage of employees that perceive employees treating students equally regardless of gender decreased over the three survey years.
- Approximately 40 percent of employees do not agree with the statement that *Employees treat each other equally regardless of gender*. Nearly 30 percent of students did not indicate agreement with the statement that *Students treat each other equally regardless of gender*.
- Based on their own experiences, approximately 40 percent of employees did not indicate disagreement with the statement *I believe that people are discriminated against based on gender*.

Harassment

- Harassment qualitative comments included the themes of harassment, reporting and discrimination.
- Nearly 20 percent of student respondents have feared for their physical safety on campus because of their gender (note that the student response rate is approximately 4 percent, thus this result cannot be generalized, but is nonetheless alarming).
- Approximately 20 percent of employees and 30 percent of students did not indicate disagreement with the statement *In the past year, I have been harassed, pressured, or discriminated against because of my gender*.
- Approximately 10 percent of employees have witnessed or heard from a victim incidents of stalking, relationship violence or sexual violence and 15 percent of employees heard about incidents of sexual harassment.
- Reporting of personal experience with sexual harassment, stalking, relationship violence and sexual violence were significantly higher for students than employees.

Subtle Sexism

- Subtle sexism was the most common theme in the qualitative comments. It was mentioned by both students and employees in the form of disrespectful language or a perception or observation of disrespect toward women.
- Employees suggested that the campus needs to promote/hire more women for leadership positions and extend more efforts to retain and promote women on campus in general. Several respondents endorsed continuing and increasing opportunities for women on campus to network and be supported.
- Approximately 40 percent of employees could not disagree with the statement that *In the past year I have seen or heard insensitive or disparaging comments directed towards someone based on gender*.
- For both employees and students the percentage of individuals who disagree with the statement, *In the past year, I have been treated in an insensitive or inappropriate manner based on my gender*, had been decreasing across the survey years.

INTRODUCTION

General Information

Workforce inequity based on gender has been recognized since the late 1960s with the advent of the women's movement. In particular, women have faced serious concerns in the workplace including child care, salary inequity and the "chilly campus climate for women." Attention to these issues generated a series of independent studies. Thirty-five national studies were completed between 1983 and 1991 alone. Since that time, major organizations like American Association of University Professors (AAUP), American Association of University Women (AAUW), Association of American Colleges and Universities, American Council on Education, and National Council for Research on Women have provided direction in the monitoring of gender climate on college campuses.

For previous SUNY Cortland Campus Climate Surveys, the Committee on the Status and Education of Women (CSEW) has reviewed a number of final reports from other colleges and universities, including University at Buffalo, University of Wisconsin-Madison, Pennsylvania State University, Iowa State University, and UCLA. Interestingly, a number of common recurring themes can be found throughout all of these reports, including child care, salary disparities, consistent maternity leave policies, family leave policies, dual career issues and women's studies. SUNY Cortland is no exception. Ironically, many of these issues have remained unresolved nation-wide since they were first identified more than 30 years ago.

History

The administration of these climate surveys represents the most recent step in a project initiated in 1989 by the CSEW, then under the leadership of Dr. Marilou Wright, which was intended to monitor the campus climate for women over time.¹ Between 1989 and 1991 the CSEW conducted surveys of three groups of women (professional staff/faculty, classified staff, and students), followed

¹ The term "campus climate" is credited to Roberta M. Hall, who worked with the national Project on the Status and Education of Women for the Association of American Colleges in Washington D.C. Dr. Hall first used the term "campus climate" to describe the conditions for women on college campuses in her 1982 publication, "The Classroom Climate: A Chilly One for Women."

by an administration in 1991 to male faculty and professional staff. A summary report of all these data sets was published in August 1991, with a key recommendation to "do follow-up surveys to determine any change in the campus climate for women."

In Spring 1995 the CSEW administered another survey to male and female employees and students to determine what changes may have occurred in the campus climate since the administration of the first survey. A summary report of all these data sets was published in May 1997. In 1999-2000, again in 2006 and 2011, the President's Committee on the Status and Education of Women (CSEW) at SUNY Cortland worked closely with the Institutional Research and Analysis Office to administer surveys of perceptions of campus climate with respect to gender and gender-related issues. The surveys were administered to male and female faculty, professional staff, classified staff, and students.

As a result of the 2011 report, the Gender Policies and Initiatives Council was created to review and carry out the CSEW's Gender Climate Survey, per President Erik J. Bitterbaum's charge.

Current Instrument and Methodology

As an extension of the scope of inquiry of these past climate surveys, and to comply with recent requirements by the Office for Civil Rights and the State University of New York, SUNY Cortland administered an annual gender climate survey for three consecutive years (2013-14, 2014-15, and 2015-16) designed by Gender Climate Survey Committee members. Participation in the surveys was voluntary.

Similar to previous gender climate surveys, these surveys collected demographic information on gender identity, class year or employment group, length of employment, and full or part-time status. Additionally, respondents were queried on their perceptions of campus safety, their rating on the overall campus climate, positive acceptance at SUNY Cortland for all people regardless of gender, treatment of each group as equal regardless of gender, observation of discrimination or harassment based on gender, fear for physical safety on campus because of gender, and prevalence of insensitive remarks or disparaging treatment due to gender. Furthermore, the instruments also asked respondents to comment on witnessing, learning about directly, or personally experiencing the following

behaviors: sexual harassment, stalking, relationship violence, and sexual violence (sexual assault/rape).

Respondents were asked about the frequency of negative experiences and knowledge of where to report sex discrimination (including sexual harassment, stalking, sexual assault/violence and/or domestic or dating violence.) Finally, the survey solicited qualitative comments to further explain any answers provided in the survey and to solicit suggestions for improving the campus climate with respect to gender and gender-related issues.

The survey administered during the spring semesters 2014, 2015 and 2016 retained the 5-point Likert scale rating questions on a variety of areas of inquiry as noted above, similar to previous climate surveys. In 2015, however, to account for the fact that many employees have taken versions of this survey in the past, several questions were refined to ask about experiences from “the past year,” to limit the number of experiences shared repeatedly for more than one year, resulting in possible duplication and redundancies within longitudinal data. Terminology on gender/sex demographic identity was changed to be more inclusive of individuals who do not identify their gender on the binary of female/male.

Table 1: Employee and Student Response Rates

Employee Response Rates			
	2013-14	2014-15	2015-16
Female	43%	26%	30%
Male	9%	17%	18%
Total	36%	22%	25%
Student Response Rates			
	2013-14	2014-15	2015-16
Female	5%	4%	5%
Male	3%	2%	2%
Total	4%	3%	4%

Survey participation was extended to the entire SUNY Cortland population of faculty/staff, including all classified staff as a subset of all employees, and all students via email invitation. Participation for employees ranged from 36 percent in 2013-14 down to 25 percent in 2015-16 as depicted in Table 1.

This decrease in participation rates may be indicative of survey fatigue. The response rate for students was consistently low across all years with approximately 4 percent participation.

The data were collected and analyzed by the authors with assistance from members of the Institutional Research and Analysis office. Within the Quantitative Analysis section that follows, the distribution of responses to the Likert scale questions are presented as well as an analysis conducted for statistically significant mean differences among participants' ratings based on employee and student classification (job type, class year) and based on gender identity. Institutional Research and Analysis office did not conduct means testing for all questions within the survey. Qualitative comments from the three consecutive years have been coded, compiled and are discussed within the Qualitative Analysis section.

QUANTITATIVE ANALYSIS

SUNY Cortland conducted Climate Surveys in the spring semesters of the 2013-14, 2014-15 and 2015-16 academic years. In what follows we discuss the quantitative results for these three survey years. The survey questions asked and comments received (which will be discussed in the Qualitative Results section) were categorized into three key areas: (1) Campus Climate, (2) Harassment, and (3) Subtle Sexism. Within this section of the report we present graphical comparisons of the Likert scale responses across the three years. Where possible, we examine mean comparisons to determine if there are significant differences between genders, as well as between employees and students. For the mean comparisons, the analysis for the 2013-14 and 2014-15 disaggregate classified staff from faculty and professional staff. Due to feedback on the survey, we did not disaggregate these employee groups in the 2015-16 mean comparisons. Additionally, for particular questions regarding experience with or knowledge of harassment issues the questions in the 2013-14 survey asked about the employee or student's lifetime experience. In the 2014-15 and 2015-16 surveys, the time frame was limited to the prior year. Finally, we present the results for students, however, they should be viewed with caution due to the low response rates (4 percent or lower across the survey years). The findings may not be representative of the entire student body.

Campus Climate

Employees and students were asked to rate six statements regarding the campus climate: (1) how they would rate the overall campus climate; (2) whether they view Cortland as a safe campus; (3) if they perceive a positive acceptance at SUNY Cortland for all people regardless of gender; (4) if employees (faculty and staff) treat students and students treat employees equally regardless of gender; (5) if employees treat other employees and students treat other students equally regardless of gender; and (6) if they believe that people are discriminated against based on their gender. In what follows we discuss employees' and students' responses to each of these statements.

Overall SUNY Cortland Campus Climate

In general, employees and students give the SUNY Cortland campus a positive rating. As depicted in Figure 1, over 70 percent of employees in each year gave SUNY Cortland a positive or very positive campus climate rating. This rating was similar for students, except for the 2015-16 academic year where only 49 percent of the students provided a positive or very positive rating.

The question that remains is *WHY* nearly 30 percent of employees and students did not give the campus a positive rating.

Across all survey years, males rate the campus climate as more positive than females as depicted in Figure 2 which delineates the ratings for employees and students for each survey year. Additionally, the males' higher campus climate rating is statistically higher than females as indicated in Table 2. It is important to note that ALL females and males, both students and employees who participated in the survey, are included in the male and female mean comparisons in Table 2. There were no significant differences in the rating of the campus climate among employee groups and students.

Figure 1: How would you rate the campus climate—Aggregate

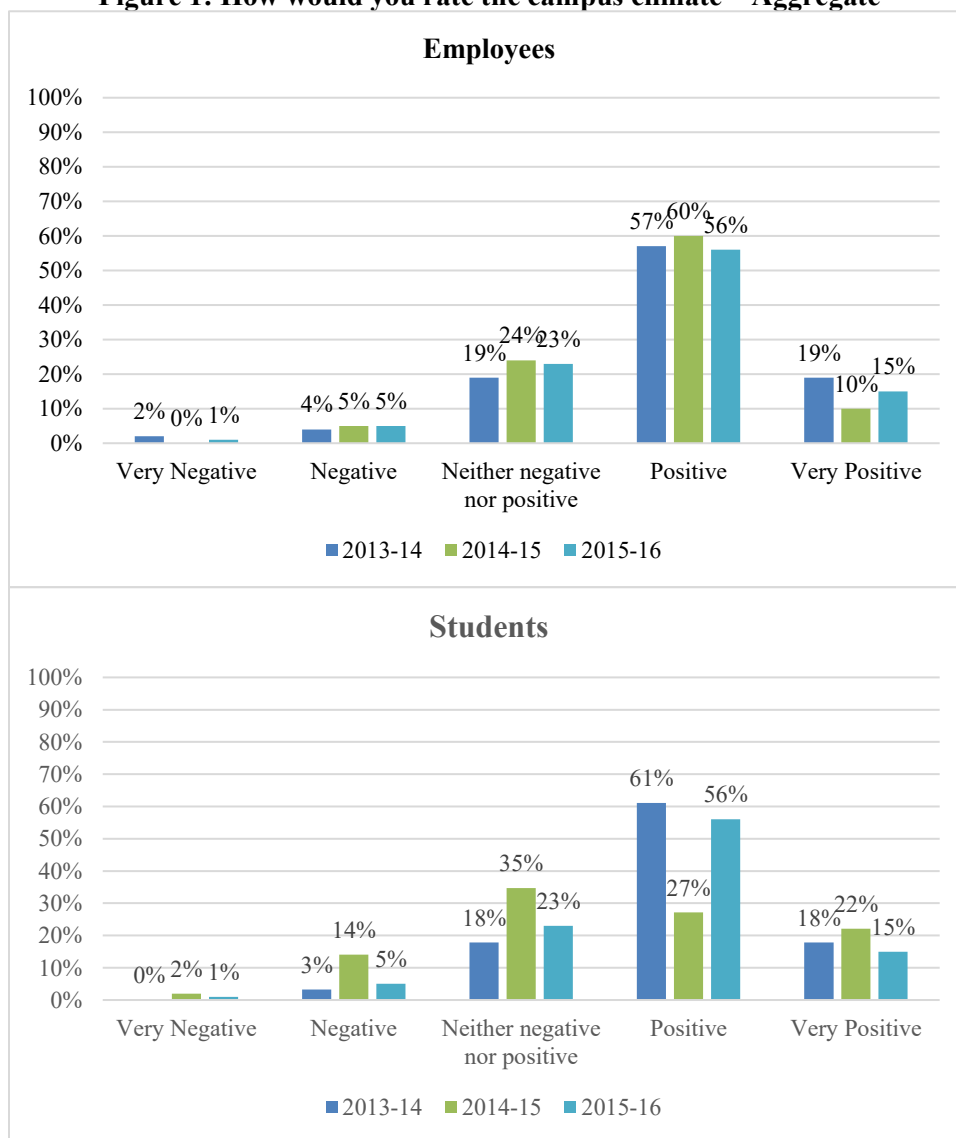


Figure 2: How would you rate the SUNY Cortland Campus Climate?—by Gender

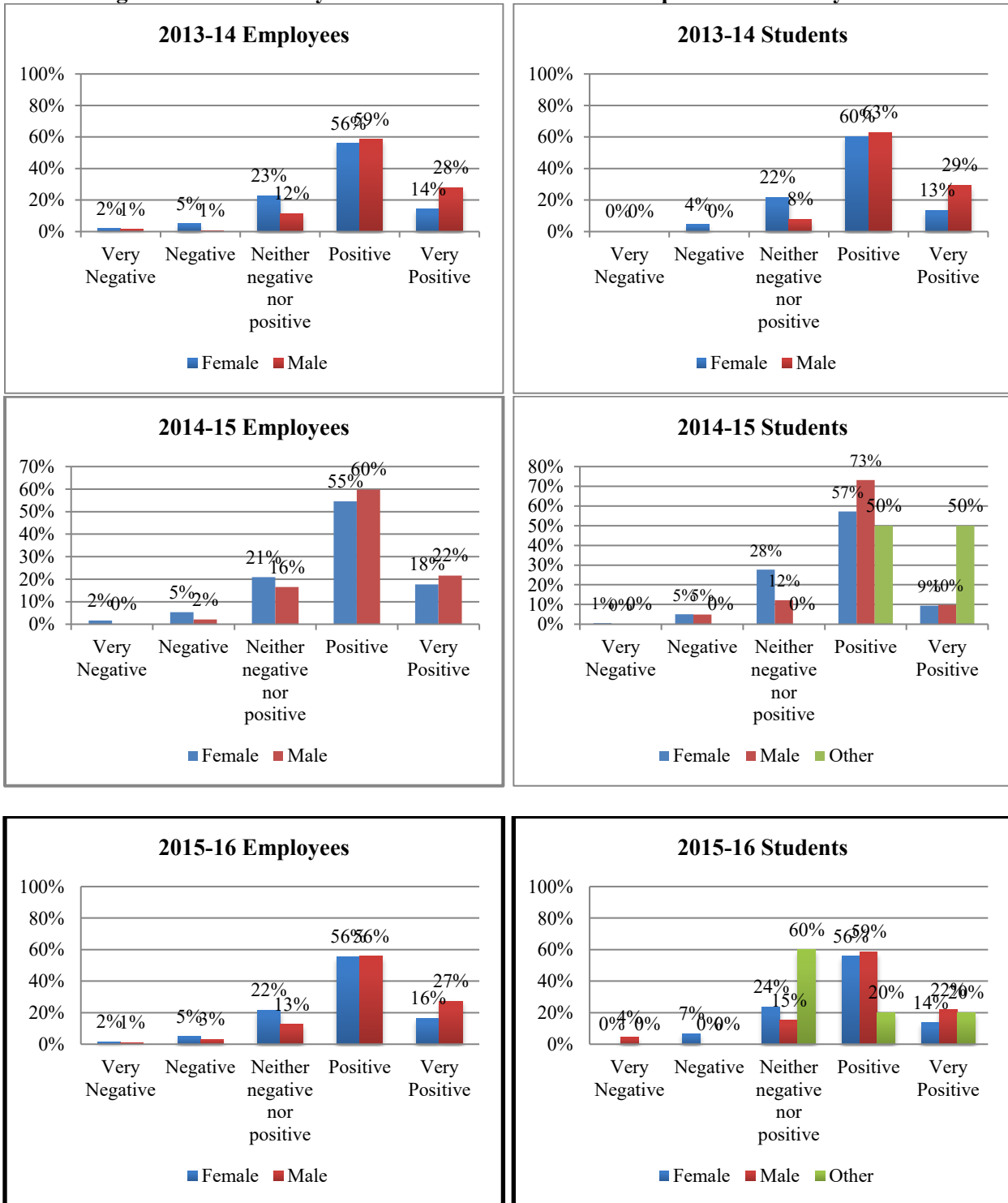


Table 2: How would you rate the SUNY Cortland campus climate?

Likert scale items (1 = Very Negative to 5 = Very Positive)

	<u>Female</u>		*	<u>Male</u>		<u>Fac/Prof Staff</u>		<u>Classified Staff</u>		<u>Student</u>		<u>All</u>	
	<u>N</u>	<u>Mean</u>		<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
2013-14	316	3.76		147	4.11	213	3.84	68	3.78	186	3.94	467	3.87
2014-15	346	3.76		139	3.96	204	3.88	82	3.88	203	3.74	489	3.82
2015-16	366	3.78		141	4.01	285	3.88			228	3.80	513	3.84
	T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().					*A one-way ANOVA was conducted to compare results across the three survey types.							

Cortland is a safe campus

Nearly 90 percent of employees view Cortland as a safe campus as depicted in Figure 3. Approximately 5 percent of the campus employees disagrees or strongly disagrees with the *Cortland is a safe campus* statement. These findings are similar for students.

Male employees are more likely to strongly agree that the campus is safe compared to the female employees and male students compared to female students across all survey years as indicated in Figure 4. These differences, however, were only statistically significant in the 2013-14 survey year. Additionally, as depicted in Table 3, there were no significant differences between employees' classification and students for any of the survey year.

Figure 3: Cortland is a safe campus--Aggregate

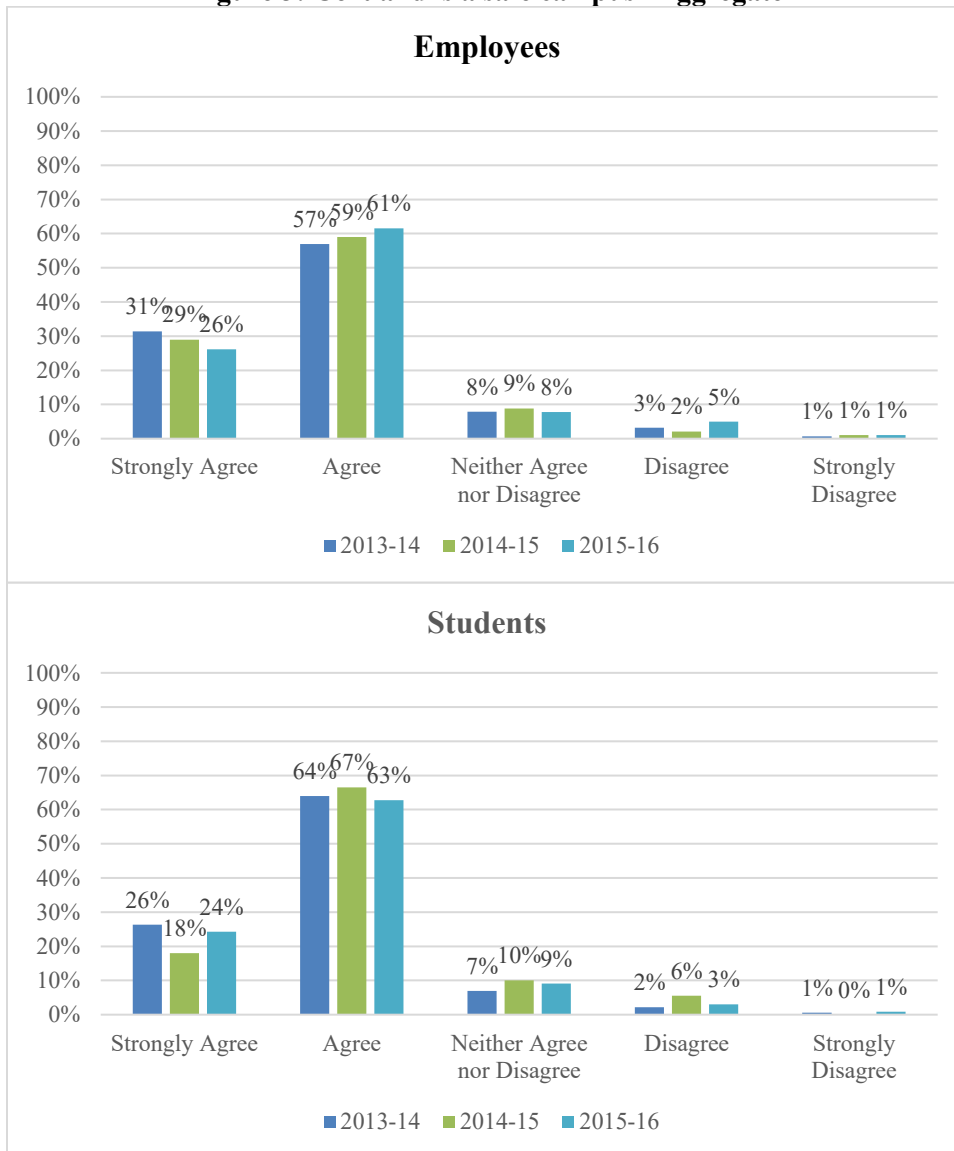


Figure 4: Cortland is a safe campus—by Gender

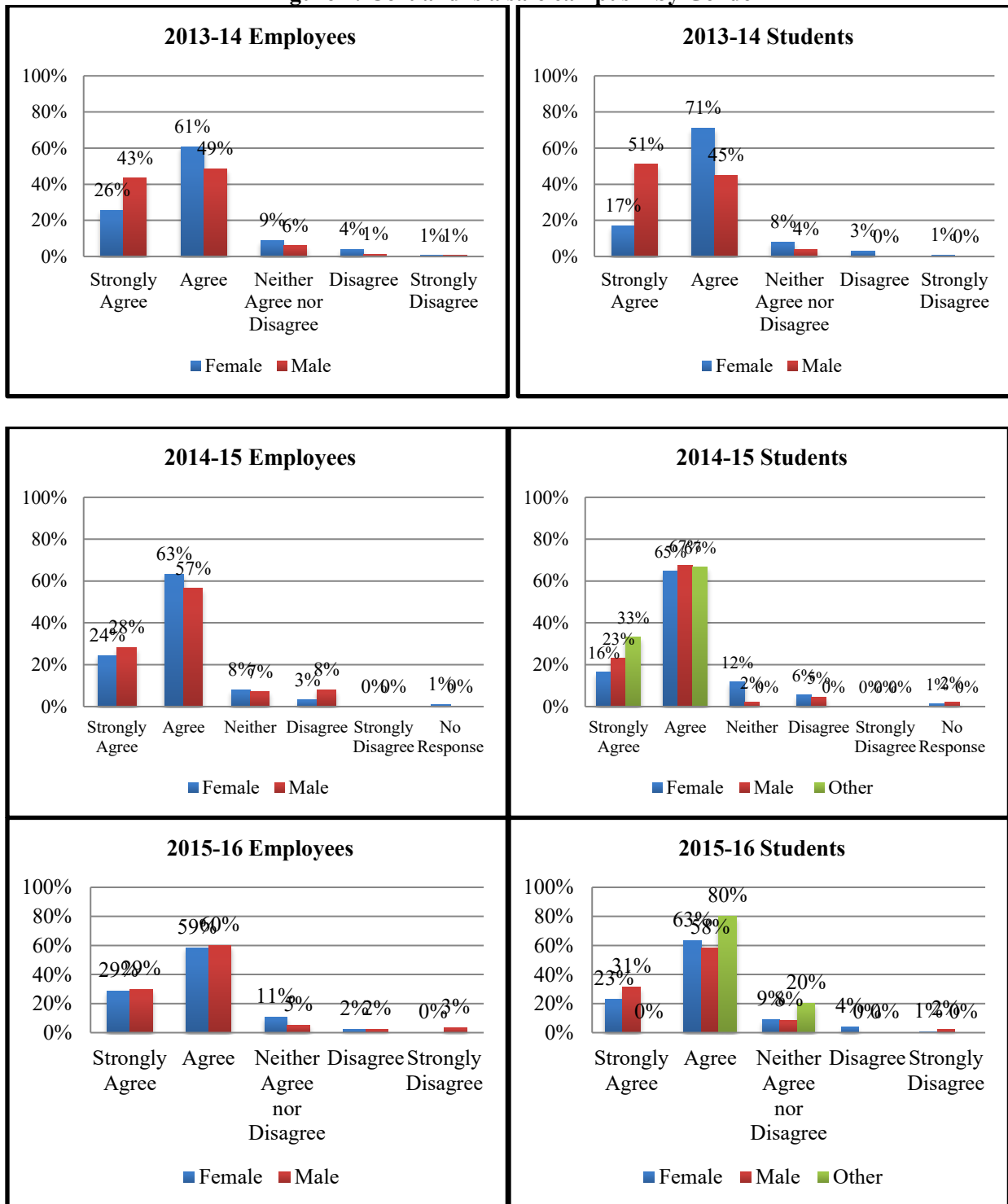


Table 3: Cortland is a safe campus—Mean Comparisons
Likert scale items (1 = Strongly disagree to 5 = Strongly agree)

	Female		*	Male		Fac/Prof Staff		Classified Staff		Student		All	
	N	Mean		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
2013-14	319	4.07		150	4.33	217	4.21	69	4.03	187	4.13	473	4.15
2014-15	342	4.02		141	4.07	204	4.11	81	4.01	202	3.98	487	4.04
2015-16	366	4.09		143	4.13	284	4.12	-	-	231	4.06	515	4.10
	T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().					*A one-way ANOVA was conducted to compare results across the three survey types.							

Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.

Across all survey years, there is only approximately 80 percent agreement or strong agreement with the statement that *Overall there is positive acceptance for all people regardless of gender* by both employees and students as depicted in Figure 5. While most of the 20 percent gap for both groups is in the neither agree nor disagree category, again we must try to ferret out WHY the campus cannot agree with that statement.

Both male employees and students are more likely to strongly agree that there is positive acceptance for all people as depicted in Figure 6. For both the 2013-14 and 2014-15 academic years, the rating between males and females on campus were significantly different with males providing statistically significant higher ratings. The ratings by employees and students were not statistically different for any survey year. See Table 4.

Figure 5: Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender—Aggregate

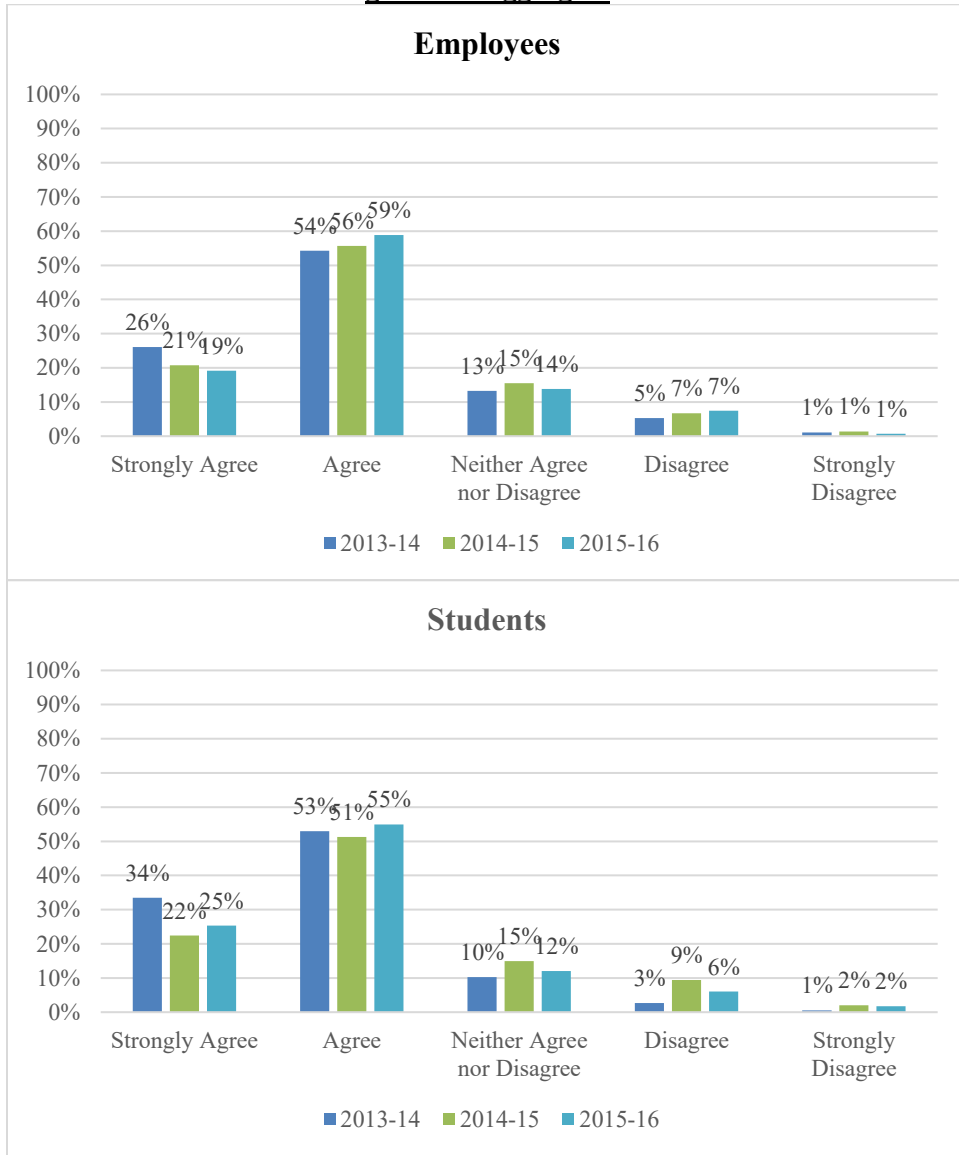


Figure 6: Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender—By Gender

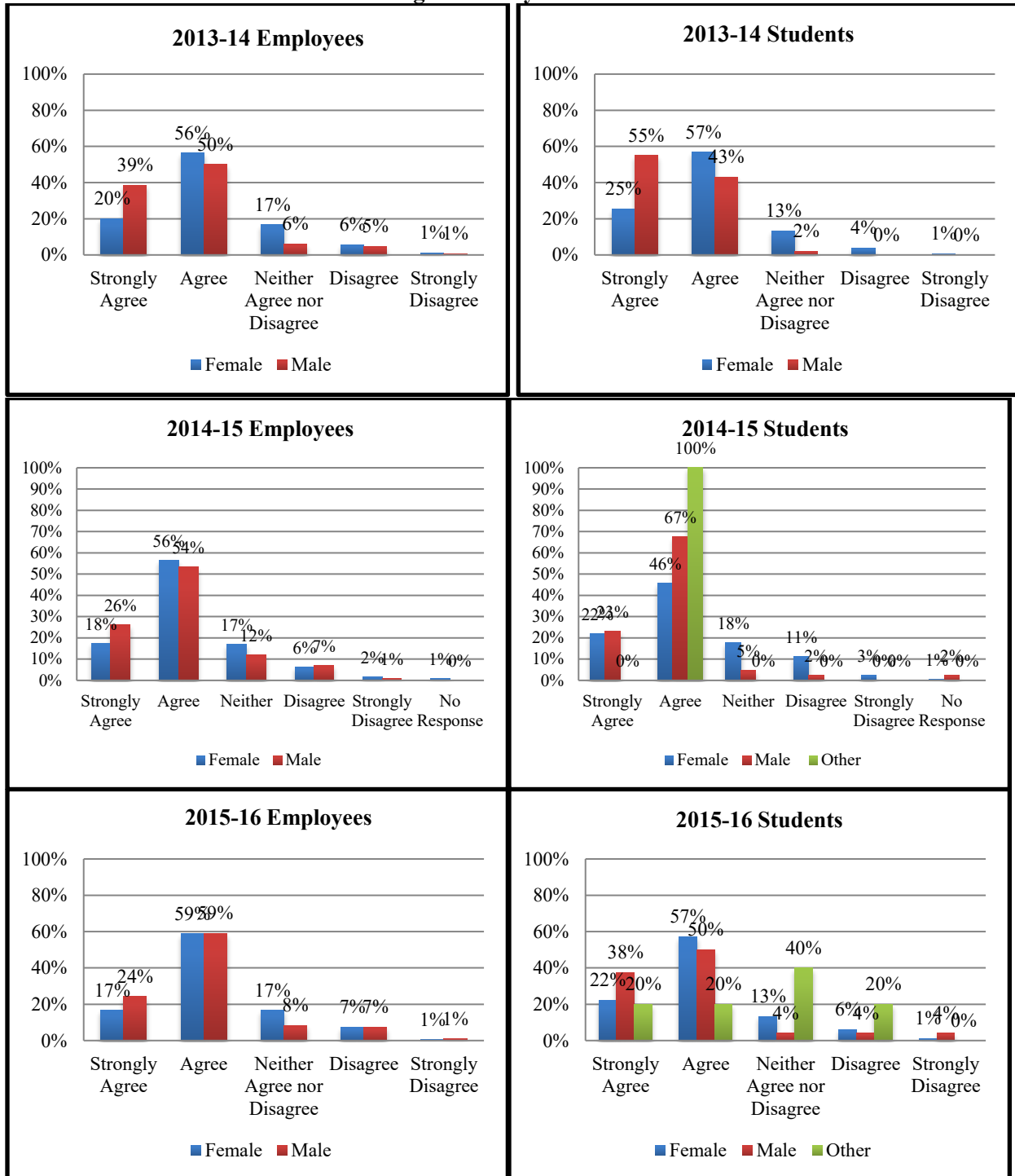


Table 4: Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender. Likert scale items (1 = Strongly disagree to 5 = Strongly agree)

	<u>Female</u>		*	<u>Male</u>		<u>Fac/Prof Staff</u>		<u>Classified Staff</u>		<u>Student</u>		<u>All</u>	
	<u>N</u>	<u>Mean</u>		<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
2013-14	318	3.88	*	150	4.21	217	3.86	68	3.93	186	4.16	471	3.99
2014-15	343	3.79	*	141	4.02	203	3.85	82	3.95	203	3.83	488	3.86
2015-16	367	3.88		143	4.03	283	3.87	-	-	231	3.96	516	3.91
	T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().					*A one-way ANOVA was conducted to compare results across the three survey types.							

Do employees treat students and students treat employees equally regardless of gender?

The percentage of employees that perceive **employees** treating **students** equally regardless of gender has been decreasing over the 3 years, 81 percent, 74 percent, and 71 percent, respectively as depicted in Figure 7. Students’ perception of **students** treating **employees** equally regardless of gender has also been decreasing over the three survey years, however the decrease is not as significant, 86 percent, 82 percent and 83 percent respectively. As depicted in Figure 8, across all survey years, male employees and students are more likely to strongly agree to equal treatment than females.

Figure 7: Do Employees treat students and students treat employees equally regardless of gender—Aggregate

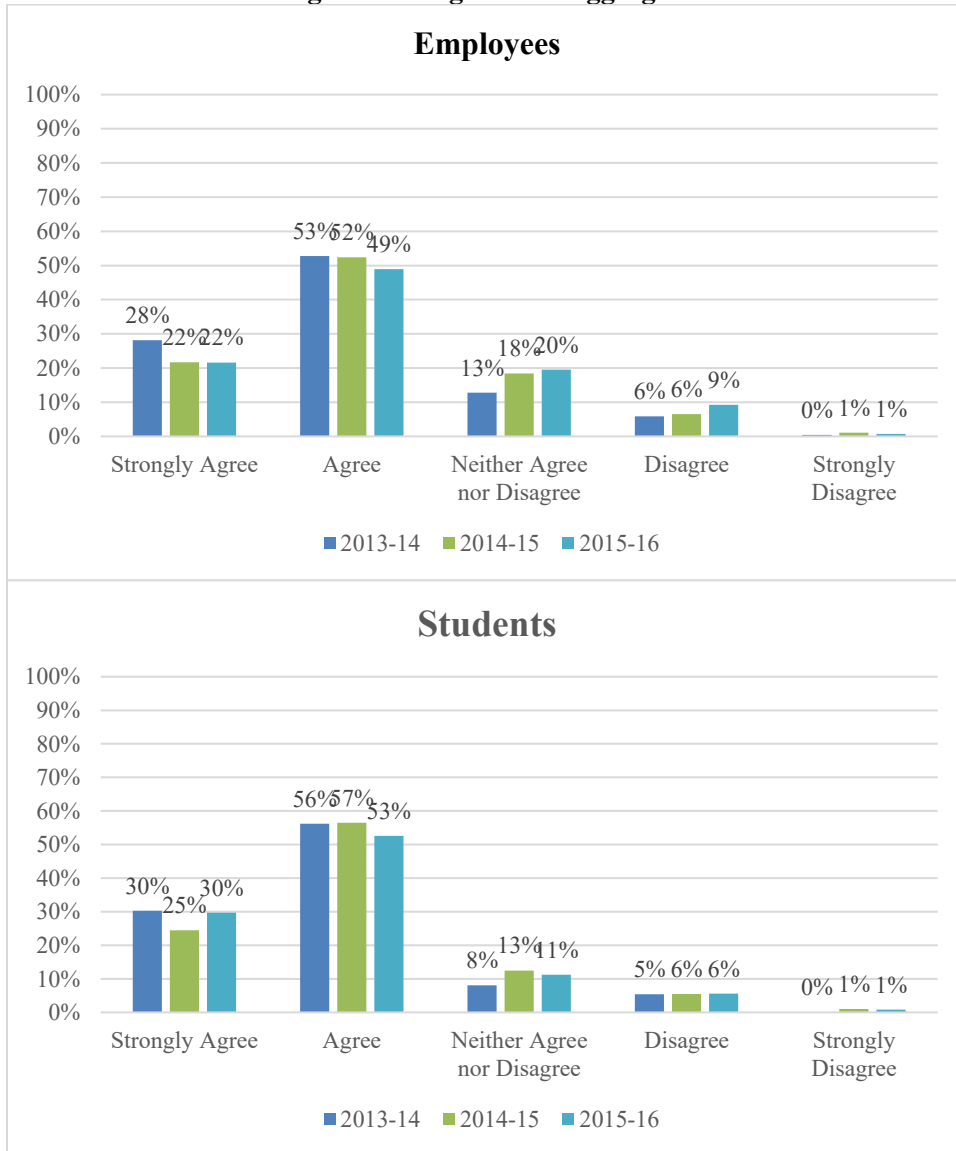
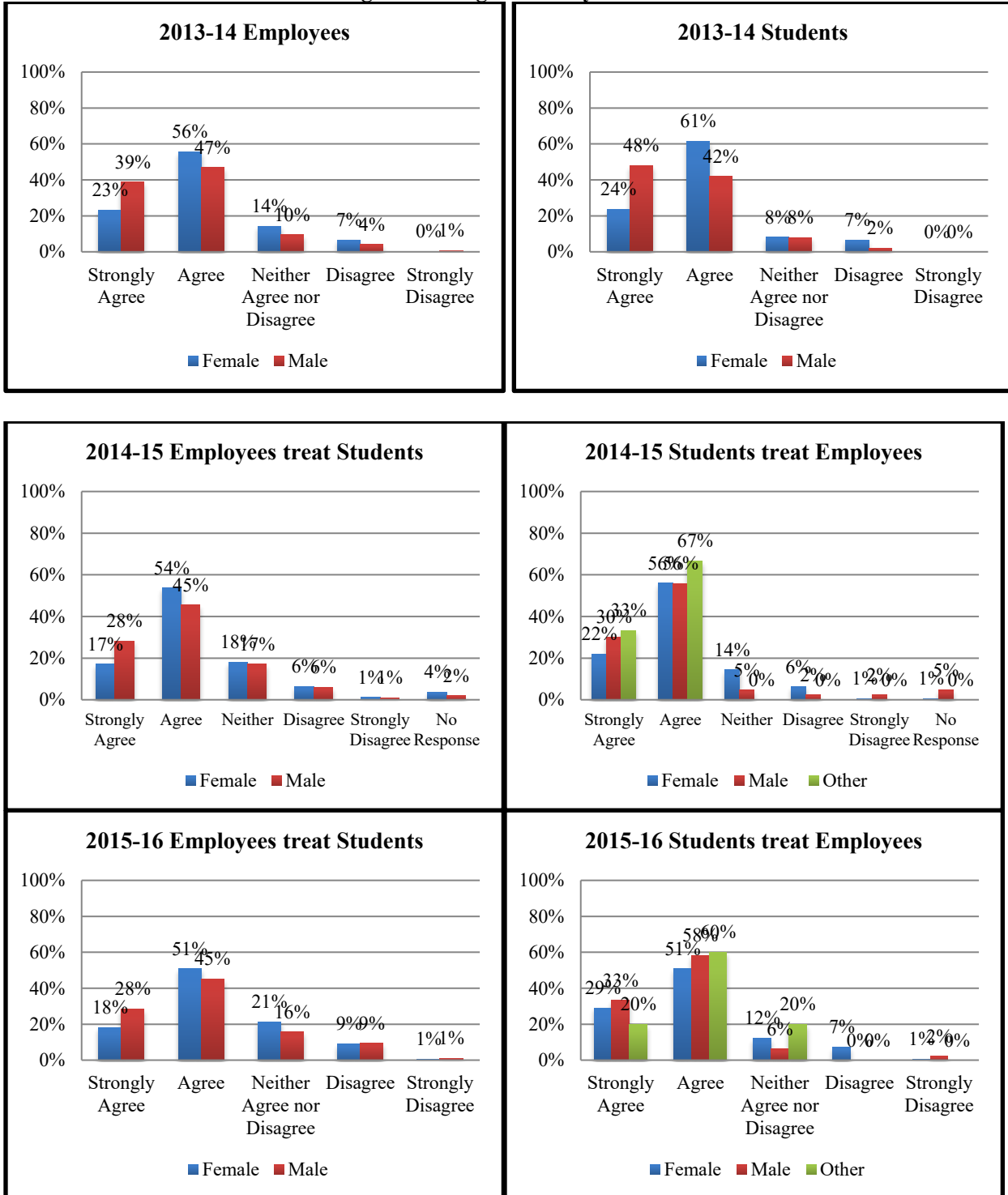


Figure 8: Do Employees treat students and students treat employees equally regardless of gender—by Gender.



Employees treat other Employees and Students Treat other students equally regardless of gender.

As depicted in Figure 9, 40 percent of employees **cannot** at least agree with the statement that *Employees treat each other equally regardless of gender*. Similarly, nearly 30 percent of students cannot at least agree with the statement that *Students treat each other equally regardless of gender*. These high percentages are alarming and further investigation is warranted to explore why employees and students perceive unequal treatment.

In 2013-14, more male employees indicated unequal treatment than females. The opposite held true in the two more recent survey years where more female employees disagreed with the statement as depicted in Figure 10. Across all survey years, more female students were likely to disagree with students treating each other equally regardless of gender.

Figure 9: Employees treat other Employees and Students treat other Students equally regardless of gender--Aggregate

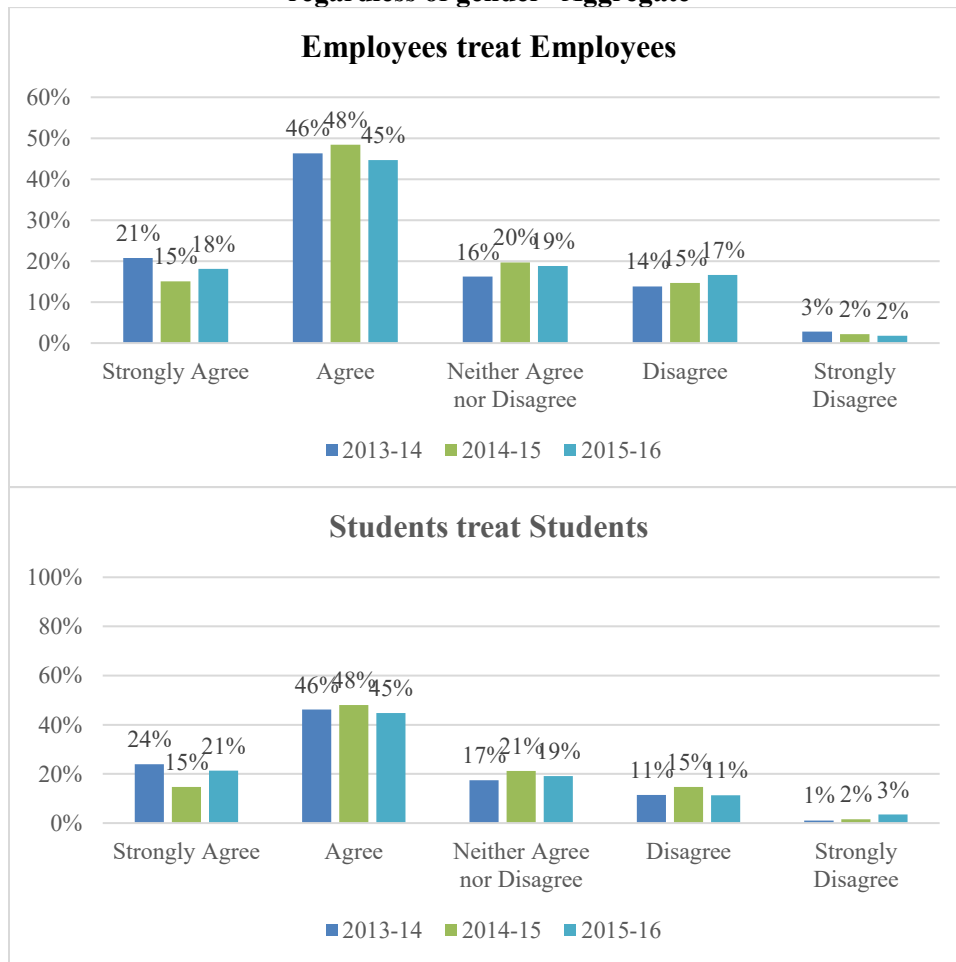
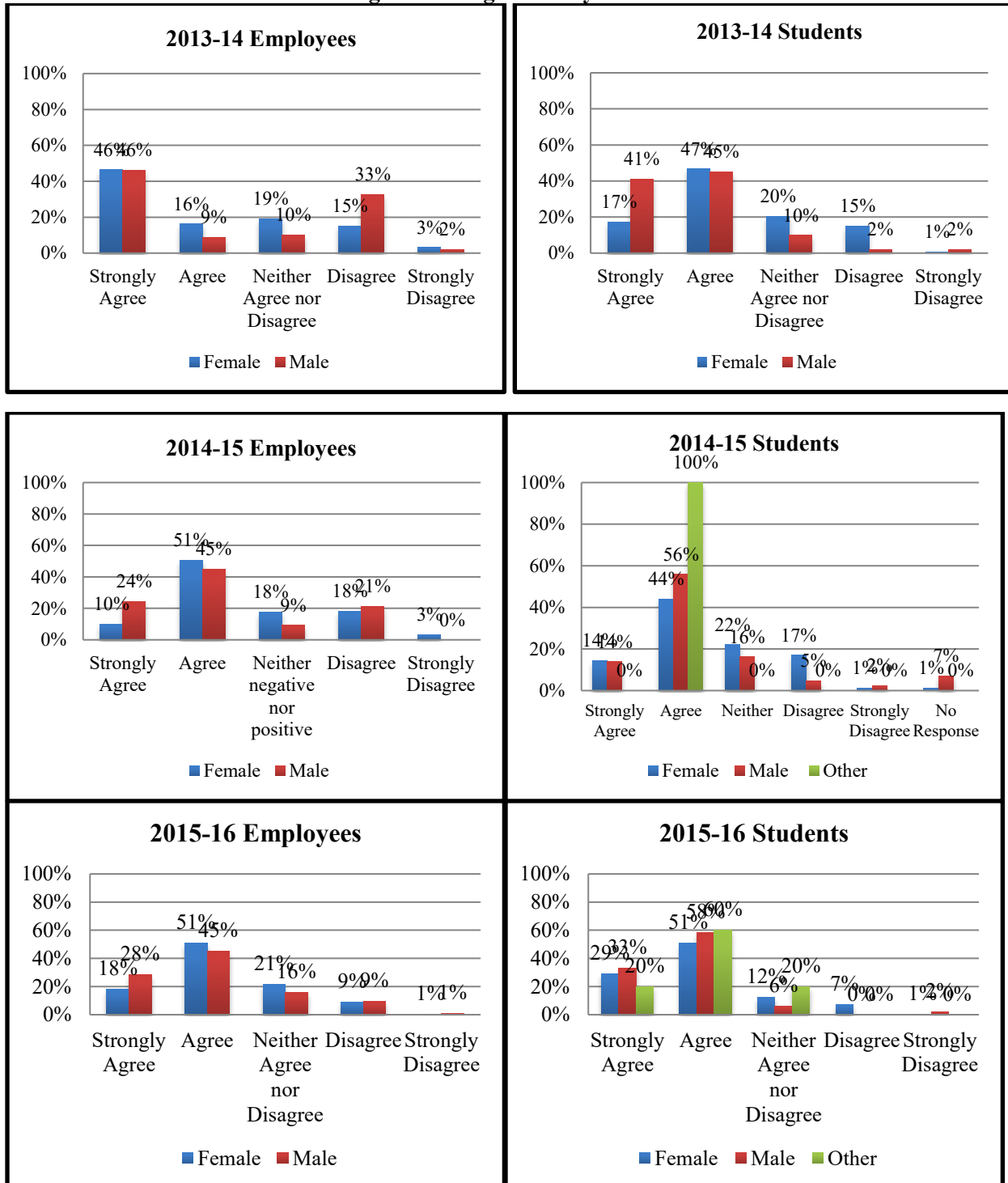


Figure 10: Employees treat other Employees and Students treat other Students equally regardless of gender -By Gender



Are people discriminated against at SUNY Cortland based on gender?

The last question in the Campus Climate category had employees think about their own experiences to rate the statement: *I believe that people are discriminated against based on gender.* Approximately 40 percent of employees cannot disagree with that statement based on their own experiences; only 63 percent, 56 percent, and 58 percent disagreement or strong disagreement with the statement respectively (see Figure 11). There is a similar story with students' rating of the statement.

There is a significant difference in the ratings of males and females, with females rating the statement with a higher level of agreement as displayed in Table 5. No significant differences were found between employment groups and students.

Figure 11: Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender--Aggregate

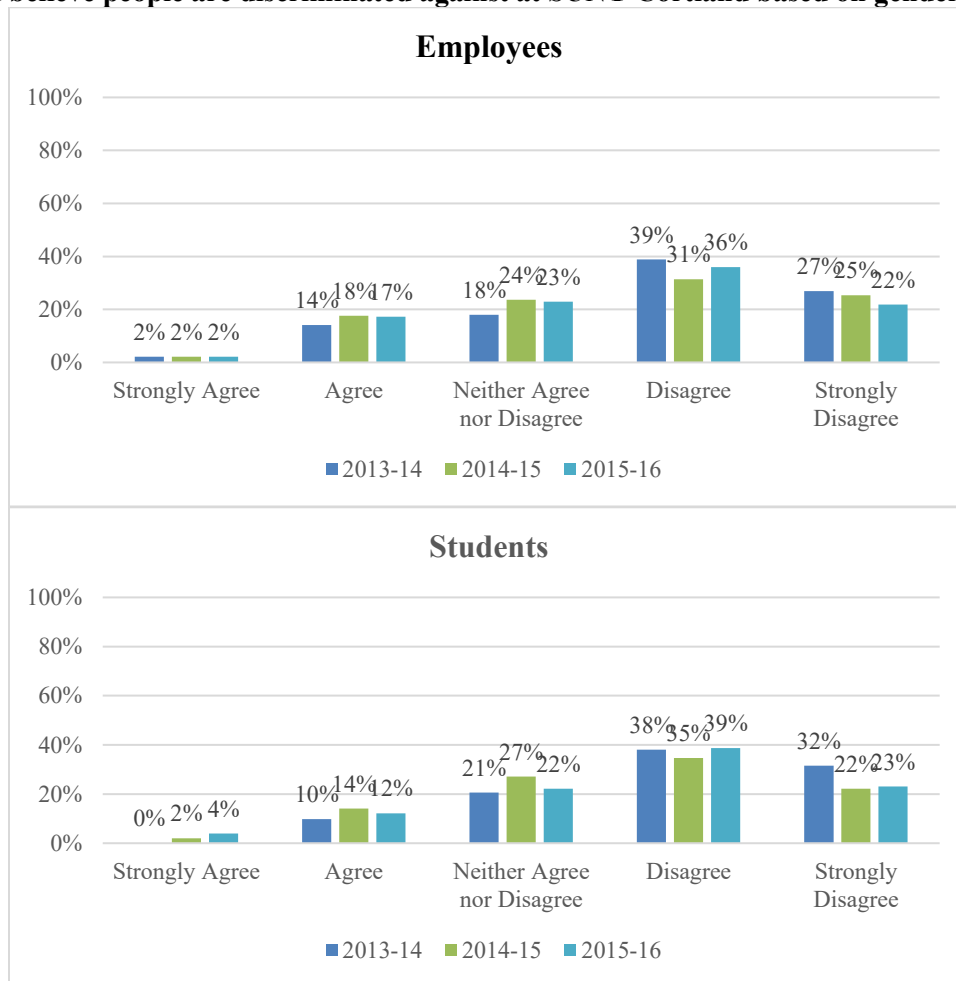


Figure 12: Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender—by Gender

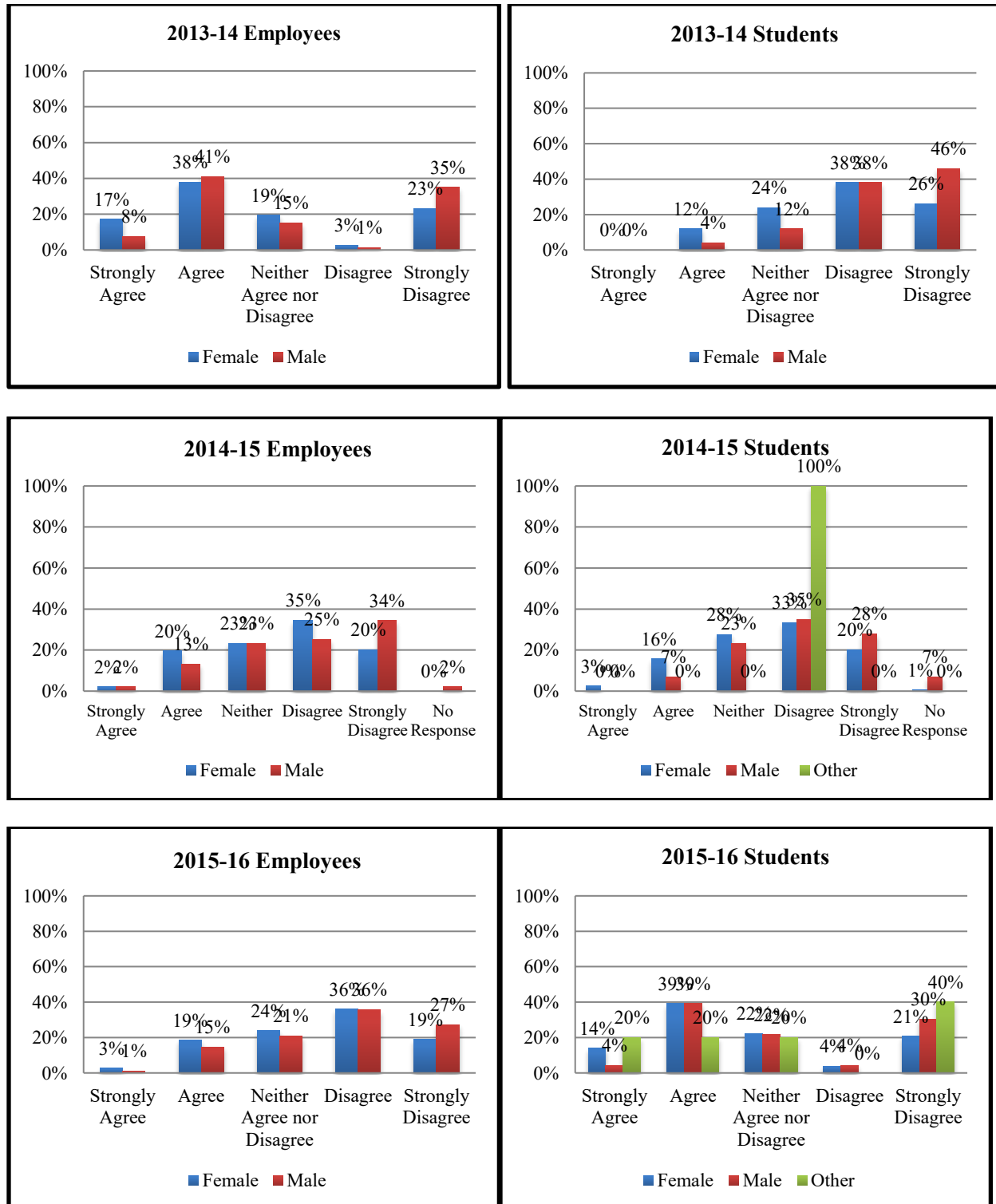


Table 5: Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender.

Likert scale items (1 = Strongly disagree to 5 = Strongly agree)

	<u>Female</u>		<u>Male</u>		<u>Fac/Prof Staff</u>		<u>Classified Staff</u>		<u>Student</u>		<u>All</u>		
	<u>N</u>	<u>Mean</u>		<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
2013-14	315	2.38	*	146	1.99	211	2.41	68	2.26	185	2.08	464	2.26
2014-15	345	2.48	*	137	2.18	203	2.47	82	2.21	201	2.39	486	2.39
2015-16	368	2.46	*	141	2.22	285	2.43			231	2.34	515	2.39
	T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().					*A one-way ANOVA was conducted to compare results across the three survey types.							

Harassment

Employees and students were asked to rate five questions that we have placed into the Harassment category. These questions include: (1) In the past year, I have been harassed, pressured, or discriminated against because of my gender, (2) In the past year, I have feared for my physical safety on campus because of my gender, (3) In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim: sexual harassment, stalking, relationship violence, sexual violence (sexual assault/rape) (4) In the past year, I have personally experienced the following at SUNY Cortland: sexual harassment, stalking, relationship violence, sexual violence (sexual assault/rape), and (5) In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff? For questions (3), (4) and (5), *in the past year* was not included as part of the statement for the 2013-14 survey. Thus direct comparisons will be slightly skewed. Additionally, for questions (4) and (5) in the 2013-14 survey, sexual harassment, stalking, relationship violence, sexual violence (sexual assault/rape) were all aggregated into one questions whereas in the 2014-15 and 2015-16 surveys each of these incidents were asked separately. Thus, direct comparisons to the 2013-14 survey cannot be made.

In the past year, I have been harassed, pressured, or discriminated against because of my gender

Approximately 20 percent of employees cannot at least disagree with the statement *In the past year, I have been harassed, pressured, or discriminated against because of my gender* as depicted in Figure 13. Moreover, approximately 30 percent of students cannot at least disagree with the statement. Clearly, further investigation into the reasons behind these ratings is warranted.

As displayed in Figure 14, both female employees and students are more likely to agree with the statement. Moreover, there is a statistically significant difference in male and female ratings. Additionally, for the 2014-15 and 2015-16 surveys, there is a statistical difference in the ratings between employment categories and students with student ratings being higher.

Figure 13: In the past year, I have been harassed, pressured, or discriminated against because of my gender--Aggregate.

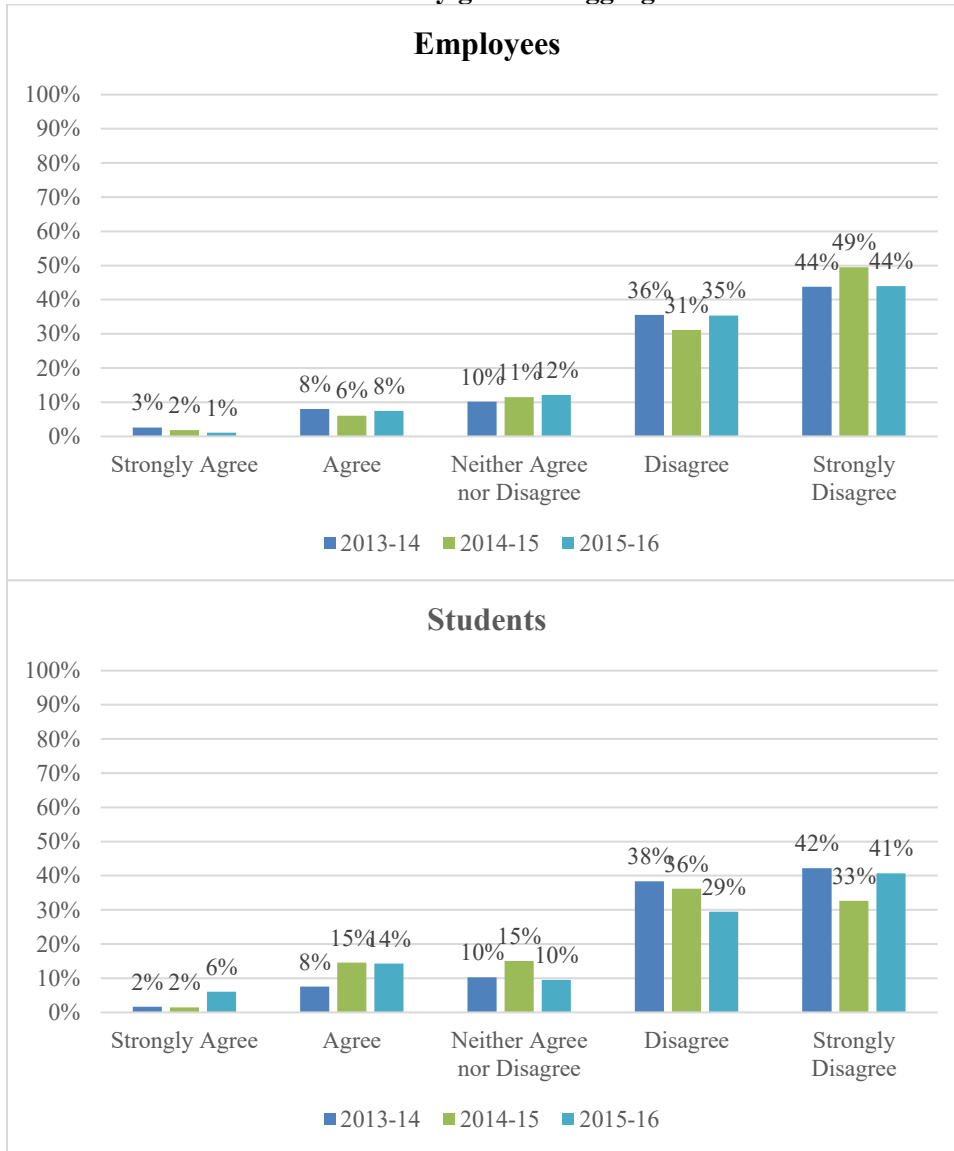


Figure 14: In the past year, I have been harassed, pressured, or discriminated against because of my gender—by Gender

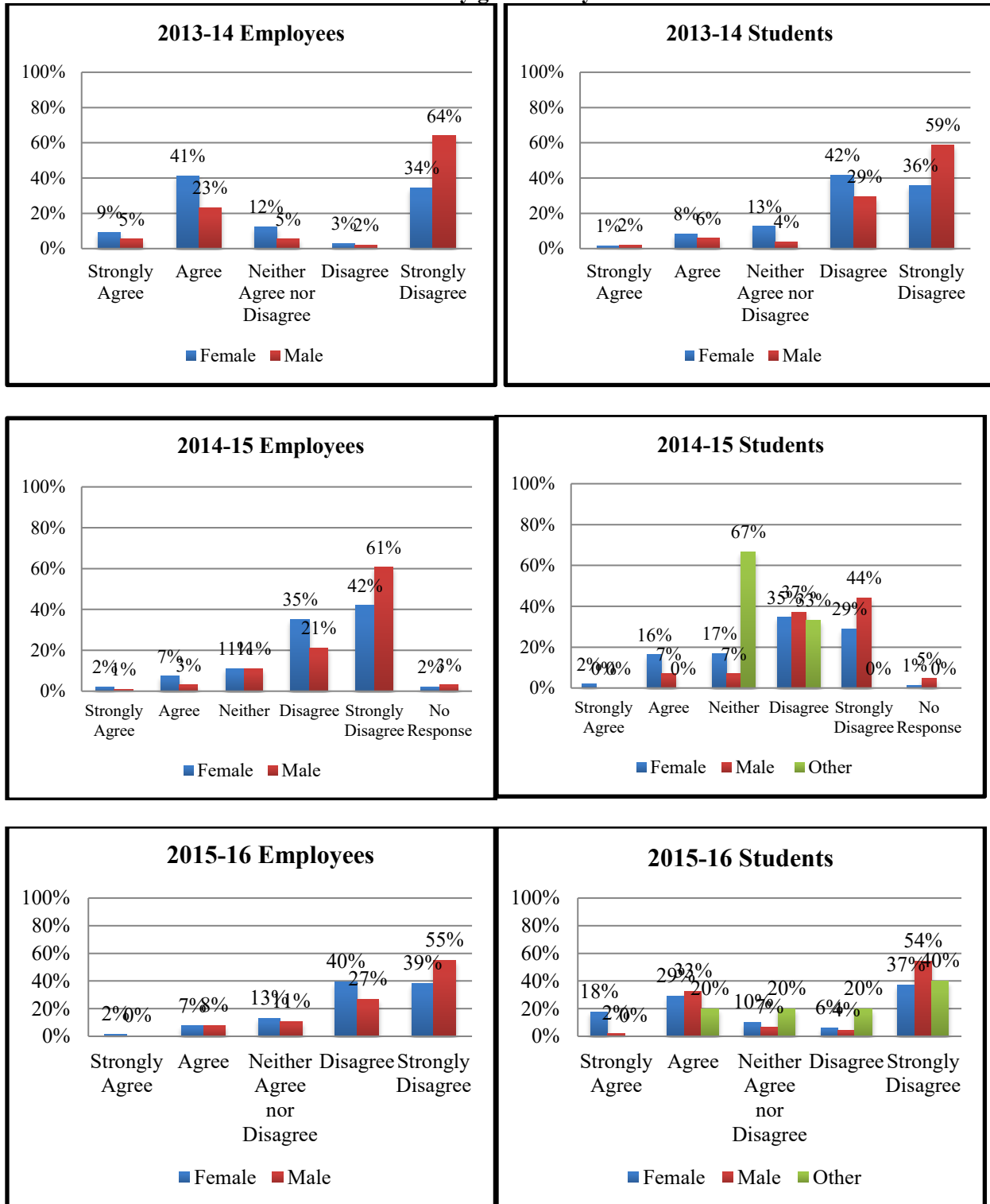


Table 6: In the past year, I have been harassed, pressured, or discriminated against because of my gender.

Likert scale items (1 = Strongly disagree to 5 = Strongly agree)

	<u>Female</u>		<u>Male</u>		<u>Fac/Prof Staff</u>		<u>Classified Staff</u>		<u>Student</u>		<u>All</u>				
	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>			
2013-14	317	2.05	*	147	1.59	214	1.87		68	2.03		186	1.88	468	1.90
2014-15	340	2.07	*	137	1.64	198	1.79	*	82	1.80	*	201	2.17	481	1.95
2015-16	367	2.10	*	139	1.71	281	1.89	*				231	2.14	512	2.00
	T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().					*A one-way ANOVA was conducted to compare results across the three survey types.									

In the past year, I have feared for my physical safety on campus because of my gender

Recall that *in the past year* was not part of the question in the 2013-14 survey, thus the higher percentages depicted in Figure 15 for employees is indicative of experience(s) from their entire tenure at the college. While the same *in the past year* comment holds true for students, the percentage of students agreeing with the statement is higher when only considering the past year, that is for the 2014-15 and 2015-16 surveys. While we do have to keep in mind the response rate and cannot generalize to the entire student body, nearly 20 percent of student respondents have feared for their physical safety because of their gender, which is nonetheless alarming. Additionally, over the three years of survey administration, scores have gone up for males and females indicating slightly greater agreement with the statement on fearing for physical safety due to gender. Further exploration is warranted to understand this trend among students.

The average rating for males and females to this statement is significantly different for all survey years with females providing a higher rating than males (see Table 7). Moreover, for the 2014-15 and 2015-16 surveys, there is a significant difference in the responses between employees and students. Students provided a statistically significant higher average rating than employees.

Figure 15: In the past year, I have feared for my physical safety on campus because of my gender--Aggregate

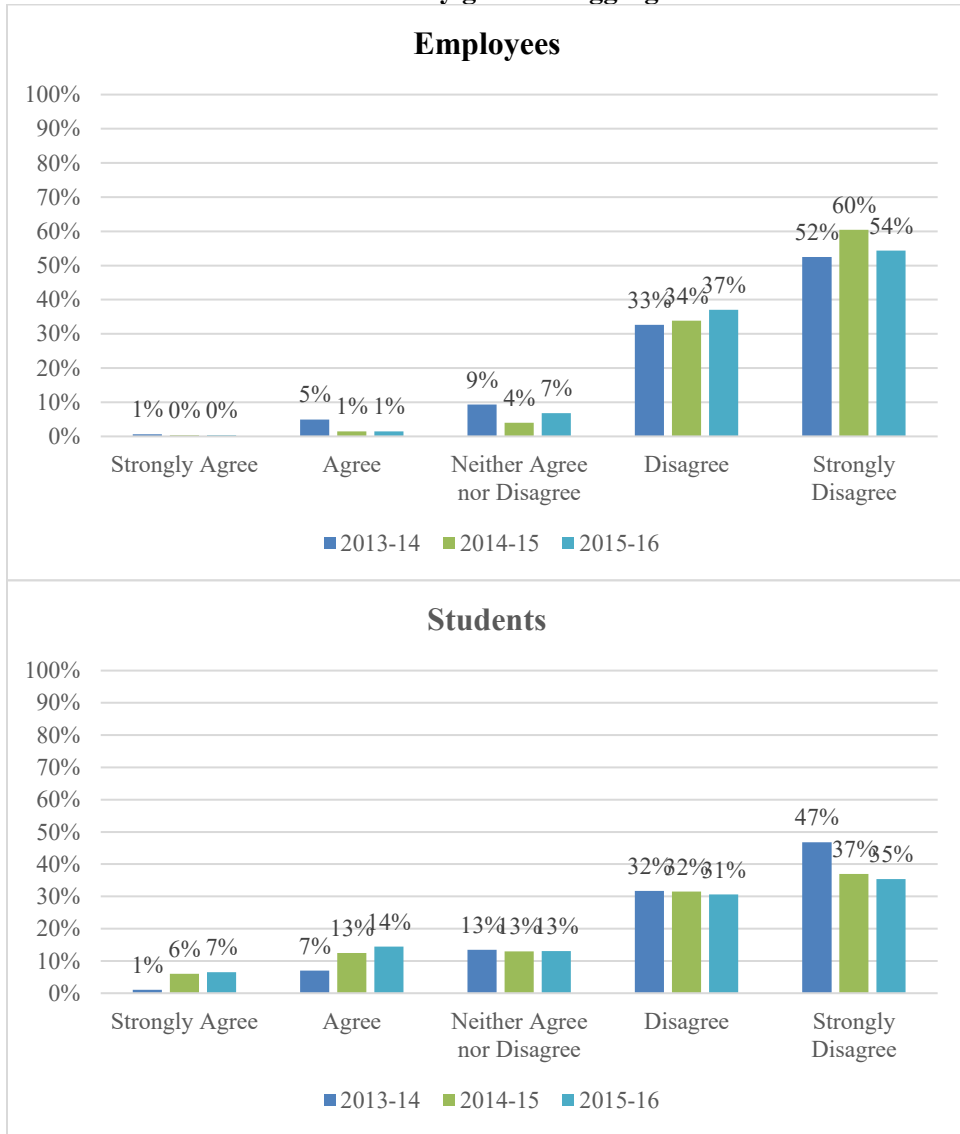
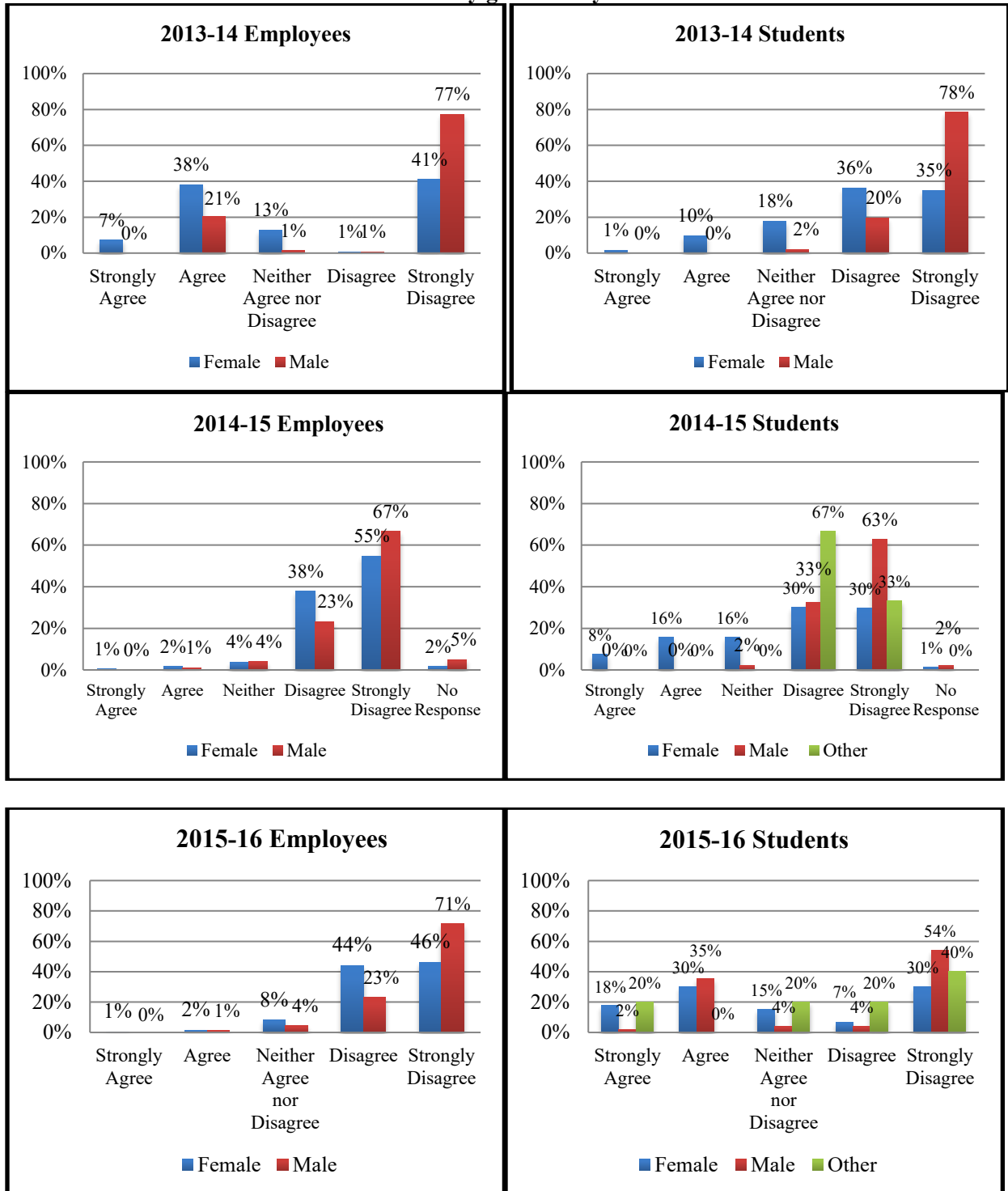


Figure 16: In the past year, I have feared for my physical safety on campus because of my gender—by Gender



**Table 7: In the past year, I have feared for my physical safety on campus because of my gender.
Likert scale items (1 = Strongly disagree to 5 = Strongly agree)**

	Female		Male		Fac/Prof Staff		Classified Staff		Student		All				
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean			
2013-14	317	1.88	*	146	1.26	211	1.52		69	1.77		187	1.86	467	1.69
2014-15	341	1.94	*	136	1.37	198	1.39	*	81	1.68	*	202	2.18	481	1.77
2015-16	363	2.03	*	139	1.46	279	1.57	*				231	2.26	508	1.88
	T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().					*A one-way ANOVA was conducted to compare results across the three survey types.									

In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim

As stated previously, while respondents were asked a similar questions in the 2013-14 survey, the question did not disaggregate sexual harassment, stalking, relationship violence or sexual violence as it was in 2014-15 and 2015-16 surveys. Thus, only the 2014-15 and 2015-16 will be compared in what follows.

Depicted in Figure 17, approximately 10 percent of employees witnessed or heard from a victim incidents of stalking, relationship violence or sexual violence. Approximately 15 percent of employees heard about incidents of sexual harassment. These percentages were higher when asked of students. The percent of students indicating yes for a particular incident was significantly different than the percent for employees for all types of incidents in the 2014-15 survey and for all but stalking in the 2015-16 survey.

Additionally, there were statistically different responses between males and females as well (see Table 8). In the 2014-15 survey, there were only statistical differences in the percentage of females responding yes compared to the percentage of males for sexual harassment and sexual violence. In contrast, the percent of females responding yes was significantly higher than males for all types in incidents except for relationship violence in the 2015-16 survey.

Figure 17: In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim—Aggregate

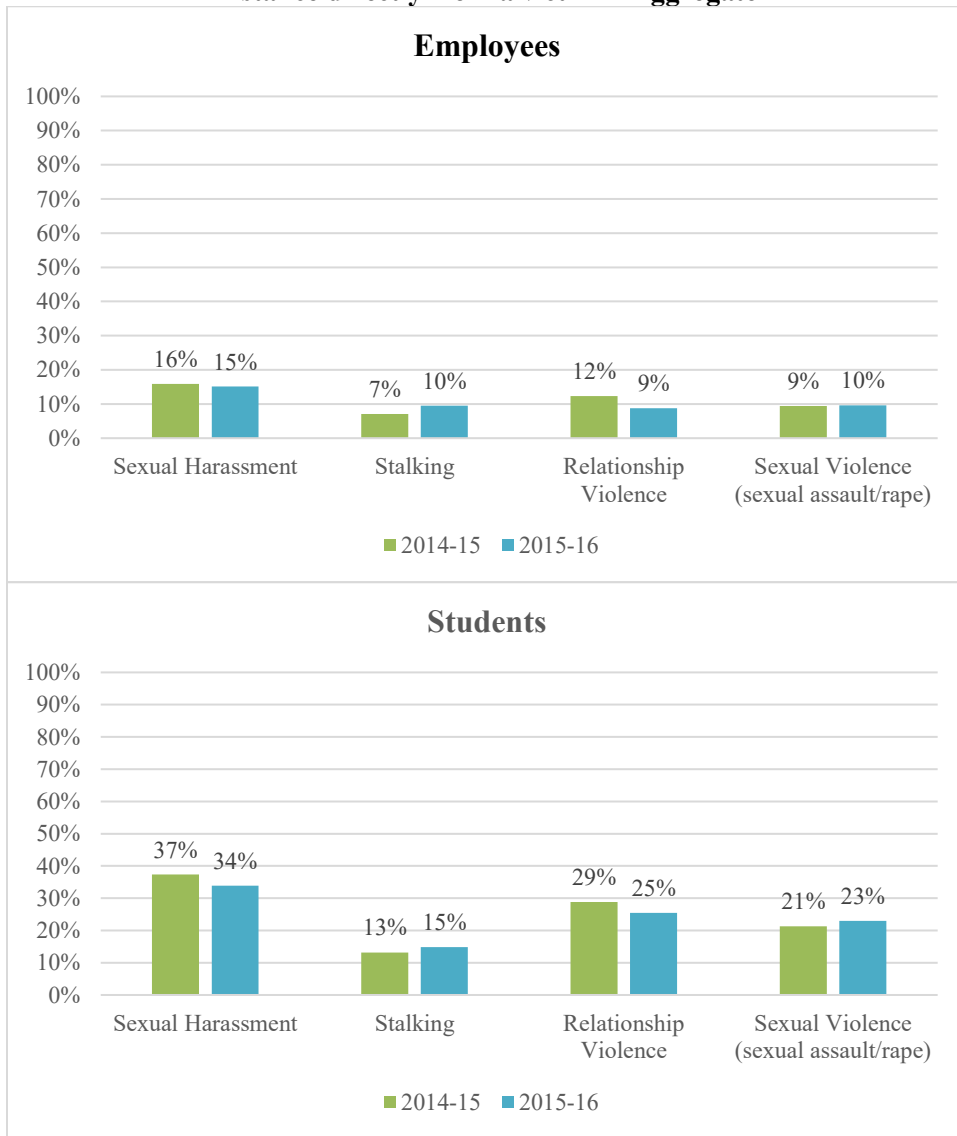


Figure 18: In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim—by Gender

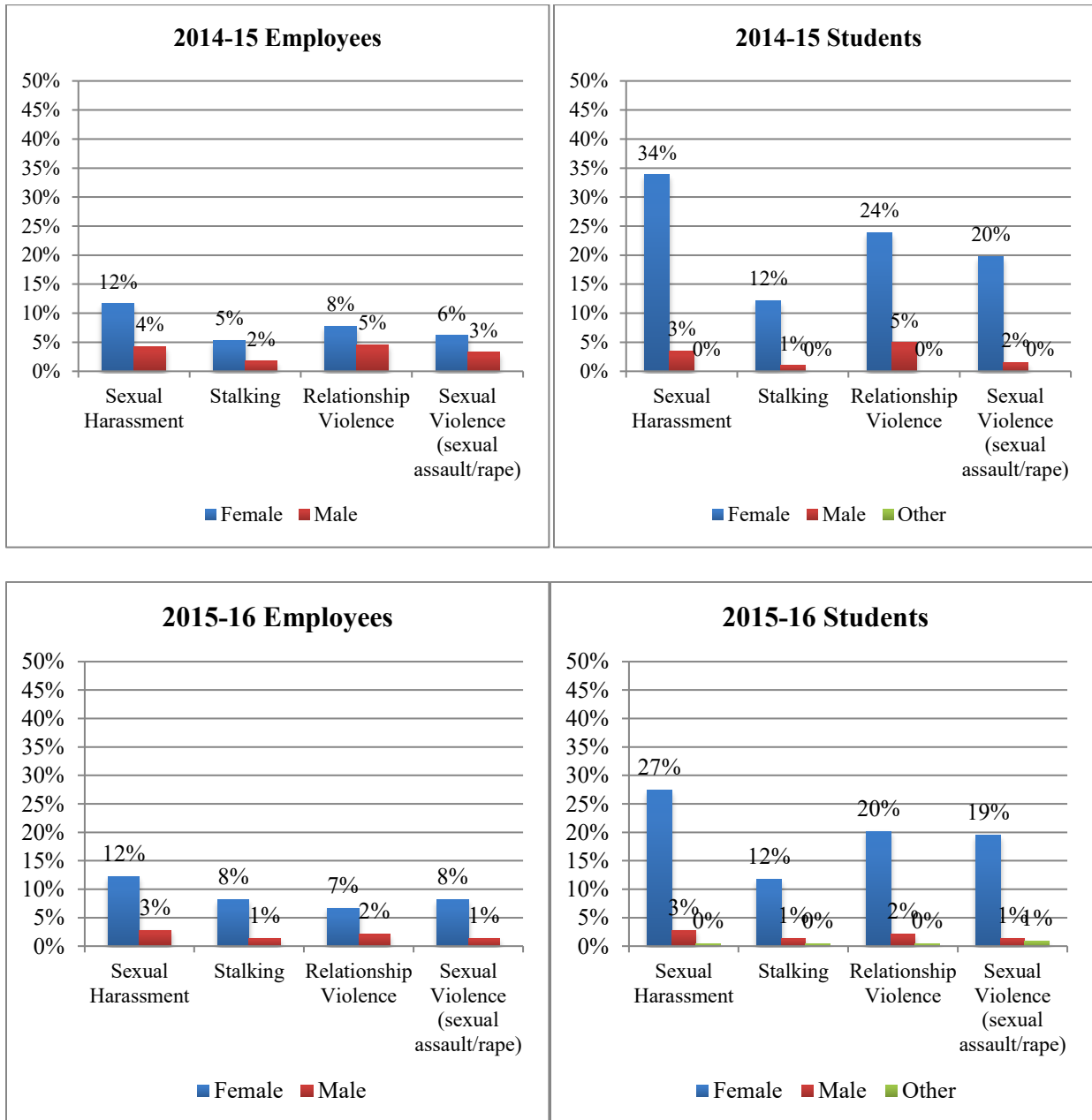


Table 8: In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim:

2014-15																		
	Female			Male			Fac/Prof Staff			Classified Staff			Student		All			
	N	% Yes		N	% Yes		N	% Yes		N	% Yes		N	% Yes		N	% Yes	
			*			*			*			*			*			*
a. sexual harassment	342	29%	*	139	13%	204	19%	*	80	9%	*	201	37%	485	25%			
b. stalking	340	11%		138	6%	203	8%	*	80	5%	*	199	14%	482	10%			
c. relationship violence	342	20%		140	16%	203	15%	*	81	6%	*	202	29%	486	19%			
d. sexual violence (sexual assault/rape)	336	17%	*	137	9%	197	13%	*	81	2%	*	199	21%	477	15%			
	*A chi-square test revealed significant differences between the percentage of female and male respondents saying "Yes."					*A chi-square test revealed significant differences between the 3 survey types for the percentage of participants responding "Yes."												

2015-16															
	Female			Male			Employees			Student			All		
	N	% Yes		N	% Yes		N	% Yes		N	% Yes		N	% Yes	
			*			*			*			*			*
a. sexual harassment	368	27%	*	142	15%	286	15%	*	230	34%	516	24%			
b. stalking	366	14%	*	142	7%	285	9%		229	15%	514	12%			
c. relationship violence	365	18%		141	12%	284	9%	*	228	25%	512	16%			
d. sexual violence (sexual assault/rape)	363	18%	*	141	7%	284	10%	*	226	23%	510	15%			
	*A chi-square test revealed significant differences between the percentage of female and male respondents saying "Yes."					*A chi-square test revealed significant differences between the 3 survey types for the percentage of participants responding "Yes."									

In the past year, I have personally experienced the following at SUNY Cortland

As displayed in Figure 19, there are distinct differences in the responses of employees and students in what they have personally experienced in the past year. Just over 2 percent of employees have experienced sexual harassment in the past year and less than one percent indicate experiencing

stalking, relationship violence or sexual violence at SUNY Cortland. In contrast, students who responded to the survey have experienced all of the areas with significantly higher reporting within the 2015-16 survey. Again, these findings cannot be generalized to the entire student population, but for the student respondents to the survey the percentages are startling.

There were statistically different responses between males and females as displayed in Table 9. In both the 2014-15 and 2015-16 surveys, there were statistical differences in the percent of females responding yes compared to the percent of males for all types of incidents except relationship violence.

Figure 19: In the past year, I have personally experienced the following at SUNY Cortland--Aggregate

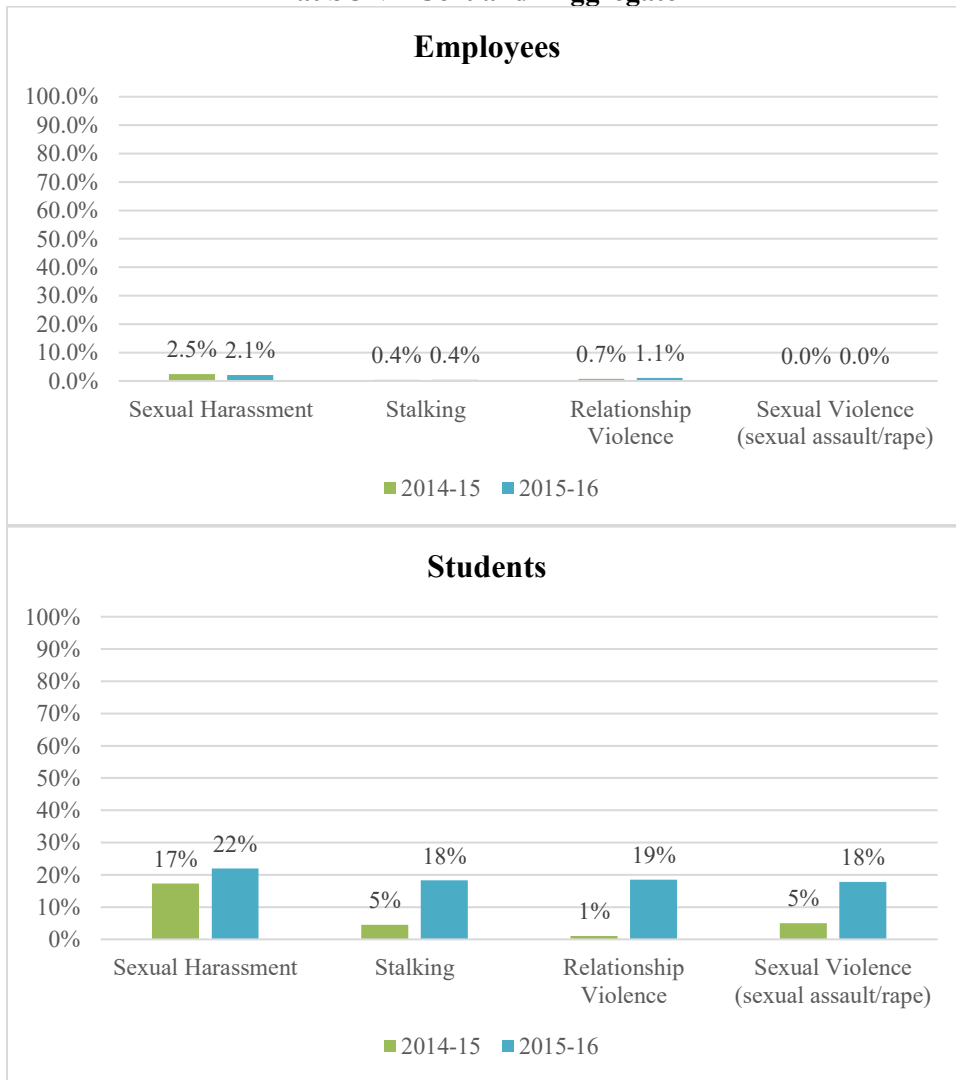


Figure 20: In the past year, I have personally experienced the following at SUNY Cortland—by Gender

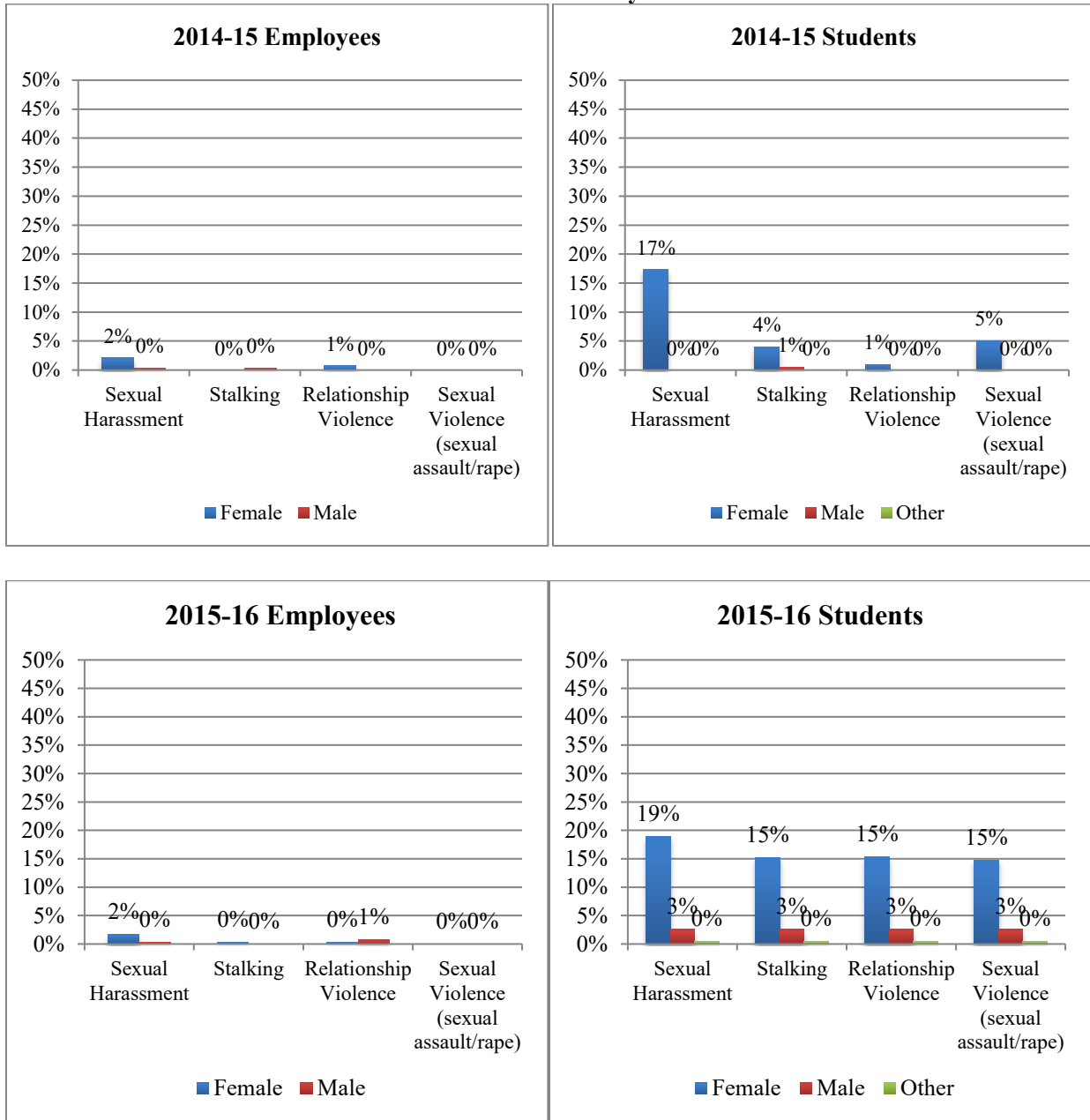


Table 9: In the past year, I have personally experienced the following at SUNY Cortland:

2014-15																
	<u>Female</u>			<u>Male</u>			<u>Fac/Prof Staff</u>			<u>Classified Staff</u>			<u>Student</u>		<u>All</u>	
	<u>%</u>		*	<u>%</u>		*	<u>%</u>		*	<u>%</u>		*	<u>%</u>		N	<u>%</u>
	<u>N</u>	<u>Yes</u>		<u>N</u>	<u>Yes</u>		<u>N</u>	<u>Yes</u>		<u>N</u>	<u>Yes</u>		<u>N</u>	<u>Yes</u>		
a. sexual harassment	344	12%	*	139	1%	203	2%	*	81	4%	*	203	17%	487	9%	
b. stalking	342	2%		139	1%	204	0.5%	*	81	0%	*	201	4%	486	2%	
c. relationship violence	340	1%		139	0%	204	0%		80	3%		199	1%	483	1%	
d. sexual violence (sexual assault/rape)	340	3%	*	136	0%	201	0%	*	80	0%	*	199	5%	480	2%	
	*A chi-square test revealed significant differences between the percentage of female and male respondents saying "Yes."					*A chi-square test revealed significant differences between the 3 survey types for the percentage of participants responding "Yes."										

2015-16														
	<u>Female</u>			<u>Male</u>			<u>Employees</u>			<u>Student</u>			<u>All</u>	
	<u>%</u>		*	<u>%</u>		*	<u>%</u>		*	<u>%</u>		*	N	<u>%</u>
	<u>N</u>	<u>Yes</u>		<u>N</u>	<u>Yes</u>		<u>N</u>	<u>Yes</u>		<u>N</u>	<u>Yes</u>			
a. sexual harassment	368	27%	*	142	15%	286	15%	*	230	34%	516	24%		
b. stalking	366	14%	*	142	7%	285	9%		229	15%	514	12%		
c. relationship violence	365	18%		141	12%	284	9%	*	228	25%	512	16%		
d. sexual violence (sexual assault/rape)	363	18%	*	141	7%	284	10%	*	226	23%	510	15%		
	*A chi-square test revealed significant differences between the percentage of female and male respondents saying "Yes."					*A chi-square test revealed significant differences between the 3 survey types for the percentage of participants responding "Yes."								

In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?

Approximately 5 percent of employees and students in the 2014-15 and 2015-16 survey indicated that they received unwanted sexual attention from faculty or staff in the past year as depicted in Figure 21. Ninety percent of employees and 94 percent of students indicated that they received unwanted sexual attention in 2013-14, however, *in the past year*, was not part of the question in the 2013-14 survey. Thus, this high percentage indicates an incident that may occurred any time in their tenure at the college. There were no significant differences in the reporting between males and females nor between employees and students as indicated in Table 10.

Figure 21: In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?--Aggregate

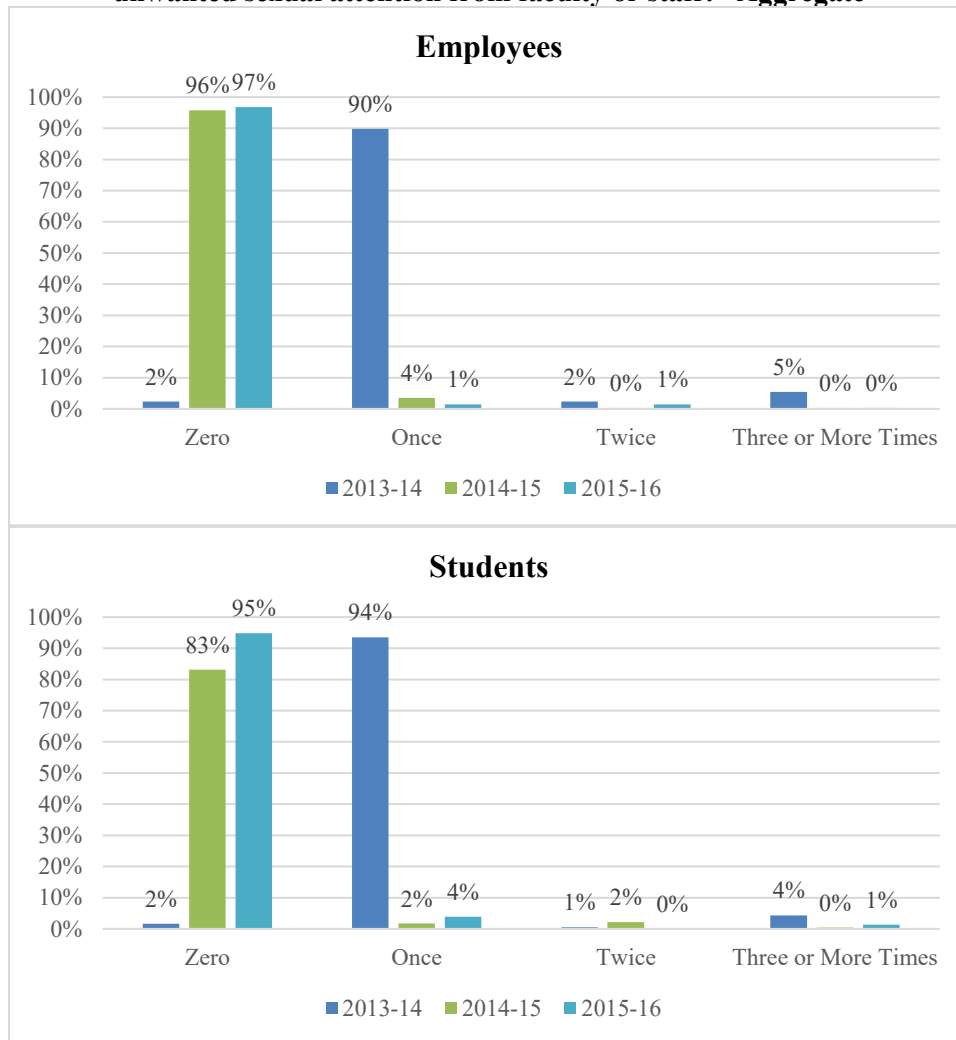


Figure 22: In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?—by Gender

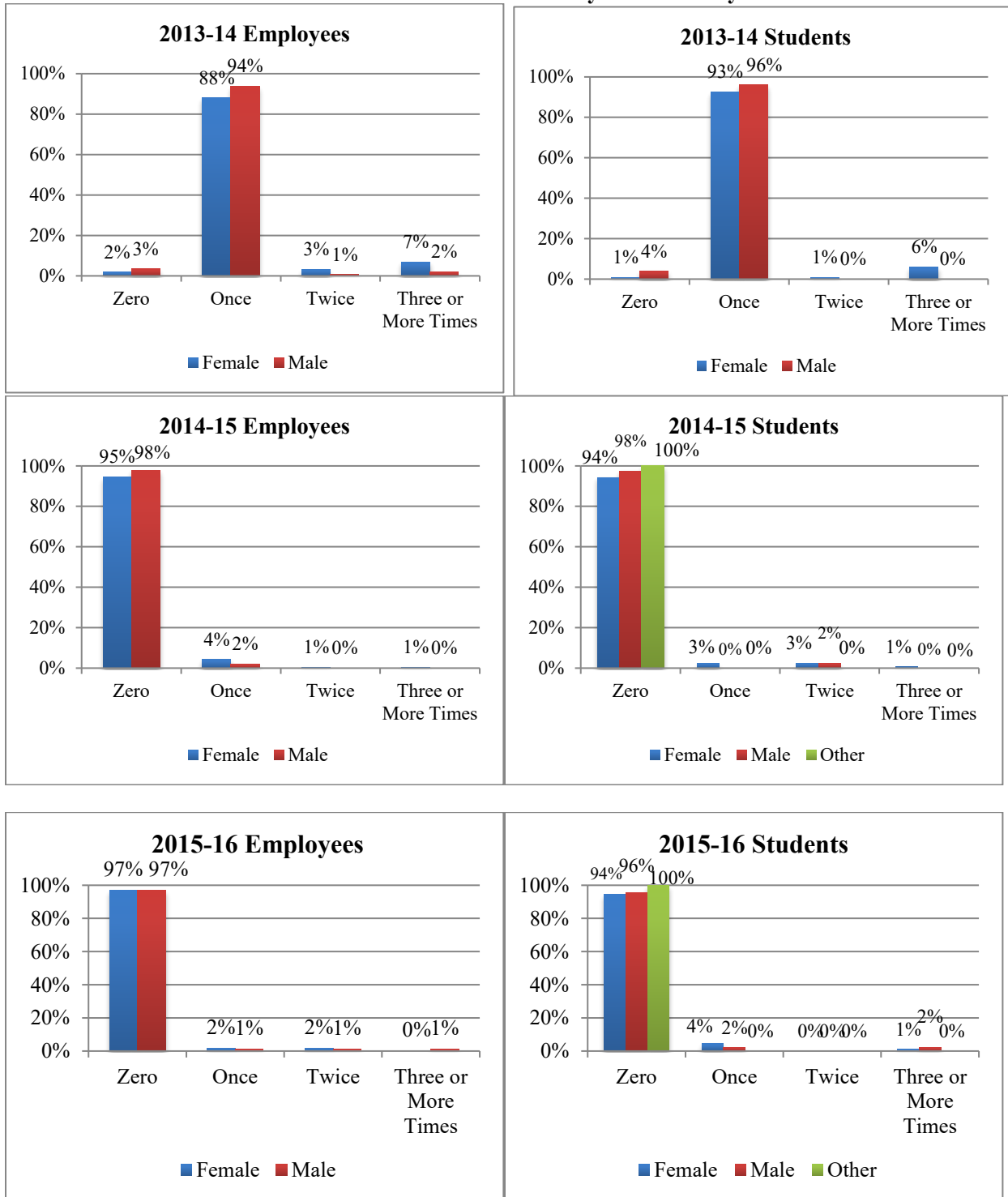


Table 10: In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?

	<u>Female</u>				<u>Male</u>				<u>Classified</u>			<u>All</u>	
	<u>Fac/Prof Staff</u>		<u>Staff</u>		<u>Student</u>								
	<u>N</u>	<u>% 1+ times</u>	<u>N</u>	<u>% 1+ times</u>	<u>N</u>	<u>% 1+ times</u>	<u>N</u>	<u>% 1+ times</u>	<u>N</u>	<u>% 1+ times</u>			
2014-15	344	6%	139	2%	205	4%	79	4%	203	5%	487	4%	
2015-16	369	4%	143	3%	285	4%			231	5%	516	4%	
T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().				*A one-way ANOVA was conducted to compare results across the three survey types.									

Subtle Sexism

For the context of this report, *Subtle Sexism* refers to incidents in which someone was discriminated upon on the basis of their gender, but in a discreet way, especially using social norms and assumptions to dictate an individual’s value and workload in the workplace. There were two questions that were included in the subheading of subtle sexism: (1) In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender, and (2) In the past year, I have been treated in an insensitive or inappropriate manner based on my gender. Again, *in the past year* was not included in the 213-14 survey but was added to the 2014-15 and 2015-16 surveys.

In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender

Approximately 40 percent of employees could not disagree with the statement that in the past year I have seen or heard insensitive or disparaging comments directed towards someone based on gender. Recall that *in the past year* is not in the 13-14 survey, yet the percentages are fairly consistent across survey years regardless. Likewise, the percentages are consistent for students, however, approximately 50 percent of students could not at least disagree with the statement (see Figure 23).

The difference between employees and students is statistically significant for the 2014-15 and 2015-16 surveys as displayed in Table 11. Moreover, there were statistical differences in the ratings for males and females for the first two years of the survey. In the 2015-16, there was no significant difference in the response of males and females, both average responses were in the can neither agree nor disagree with the statement.

Figure 23: In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender—Aggregate

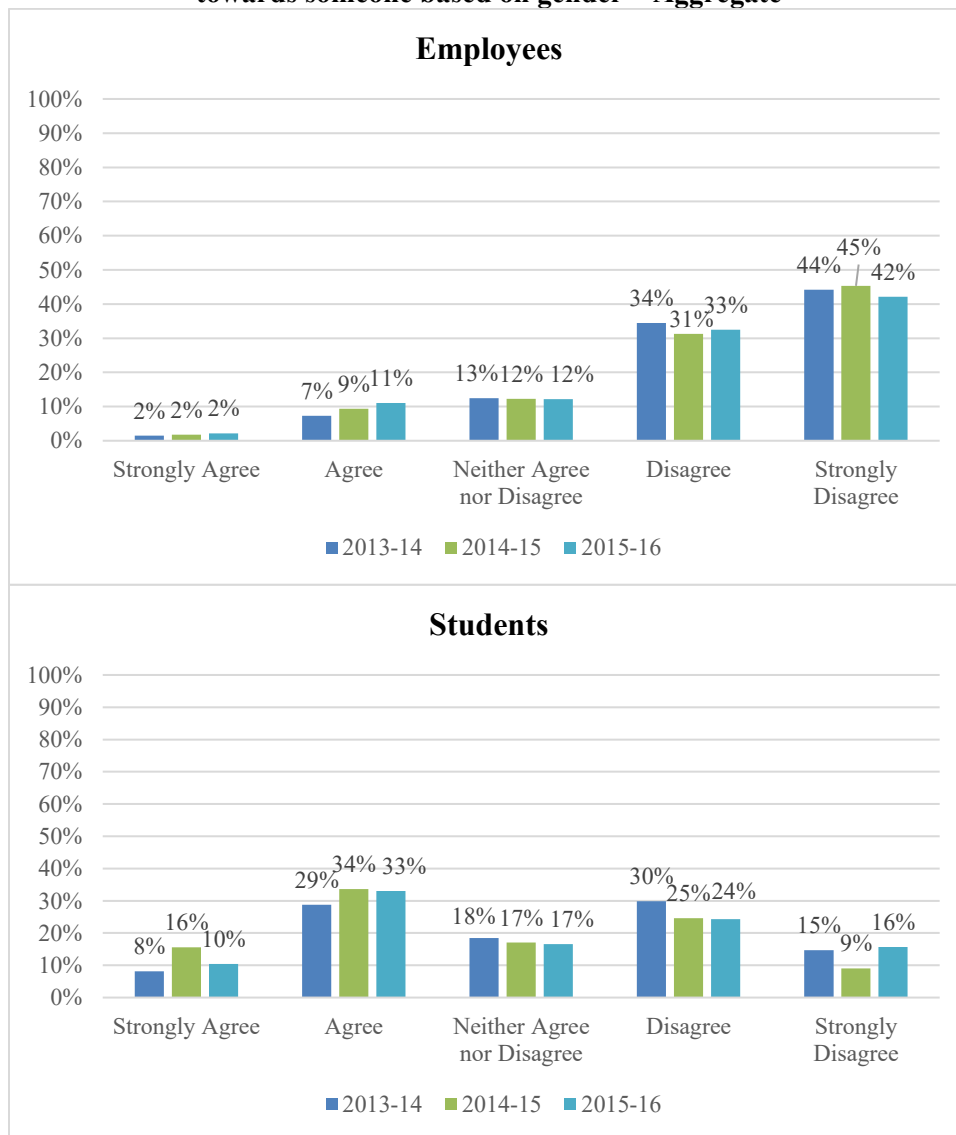


Figure 24: In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender—by Gender

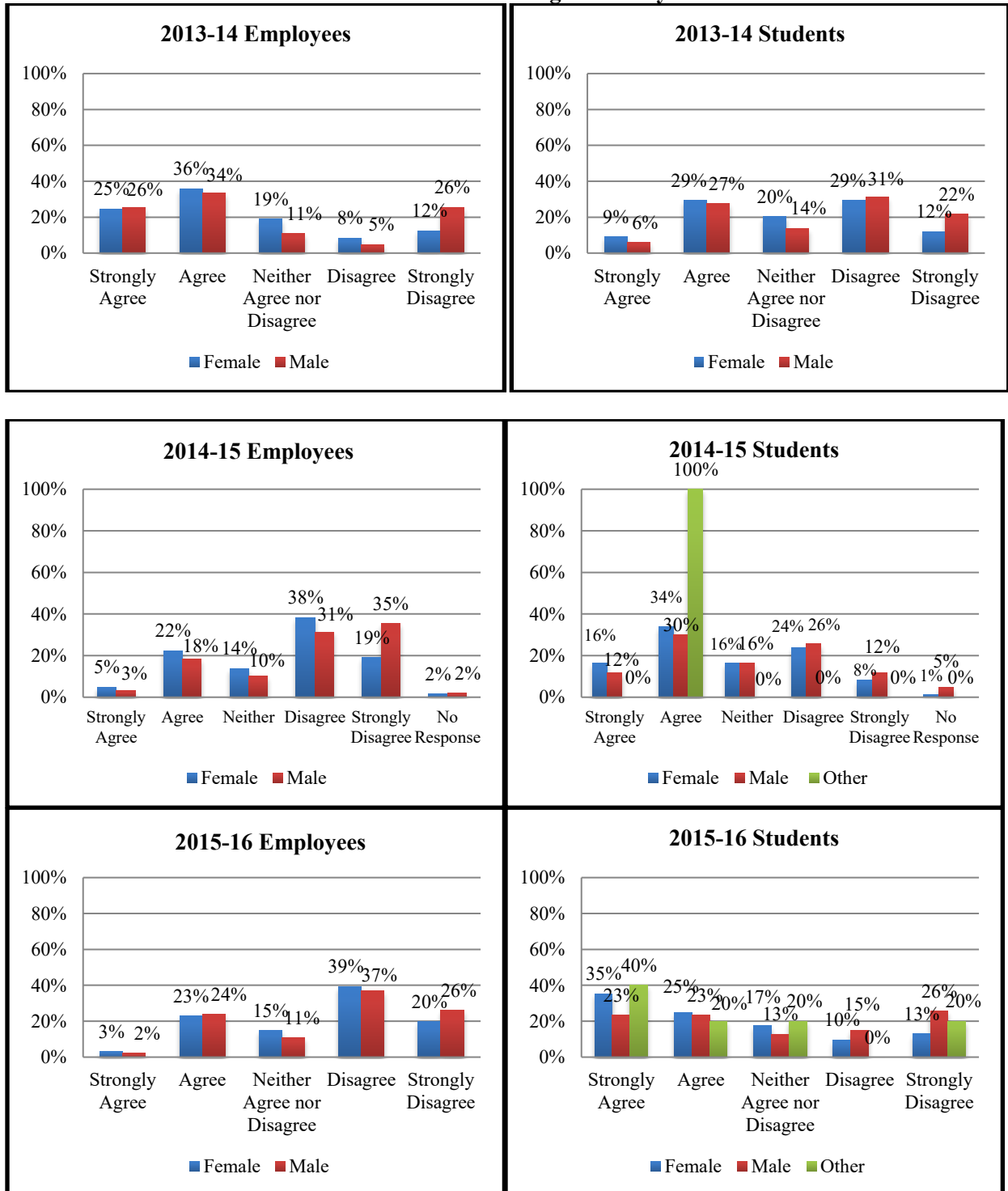


Table 11: In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender.

Likert scale items (1 = Strongly disagree to 5 = Strongly agree)

	<u>Female</u>		*	<u>Male</u>		<u>Fac/Prof Staff</u>			<u>Classified Staff</u>			<u>Student</u>		<u>All</u>	
	<u>N</u>	<u>Mean</u>		<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>		<u>N</u>	<u>Mean</u>		<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
2013-14	341	2.87	*	138	2.46	214	2.61		67	2.58		185	2.85	466	2.70
2014-15	338	2.23	*	139	1.67	201	2.49	*	81	2.28	*	201	3.22	483	2.76
2015-16	366	2.77		139	2.53	281	2.47	*				231	2.98	511	2.70
	T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().					*A one-way ANOVA was conducted to compare results across the three survey types.									

In the past year, I have been treated in an insensitive or inappropriate manner based on my gender

For both employees and students the percentage of individuals who disagree with the statement, *In the past year, I have been treated in an insensitive or inappropriate manner based on my gender*, decreased across the survey years. Approximately 25 percent of employees and 30 percent of students cannot disagree with the statement.

There are a higher percentage of females who agree with this statement for both employees and students as depicted in Figure 26. These differences are significant, females have a statistically higher rating than males as indicated in Table 12. Moreover, students’ average rating is statistically higher than other employee groups.

Figure 25: In the past year, I have been treated in an insensitive or inappropriate manner based on my gender—Aggregate

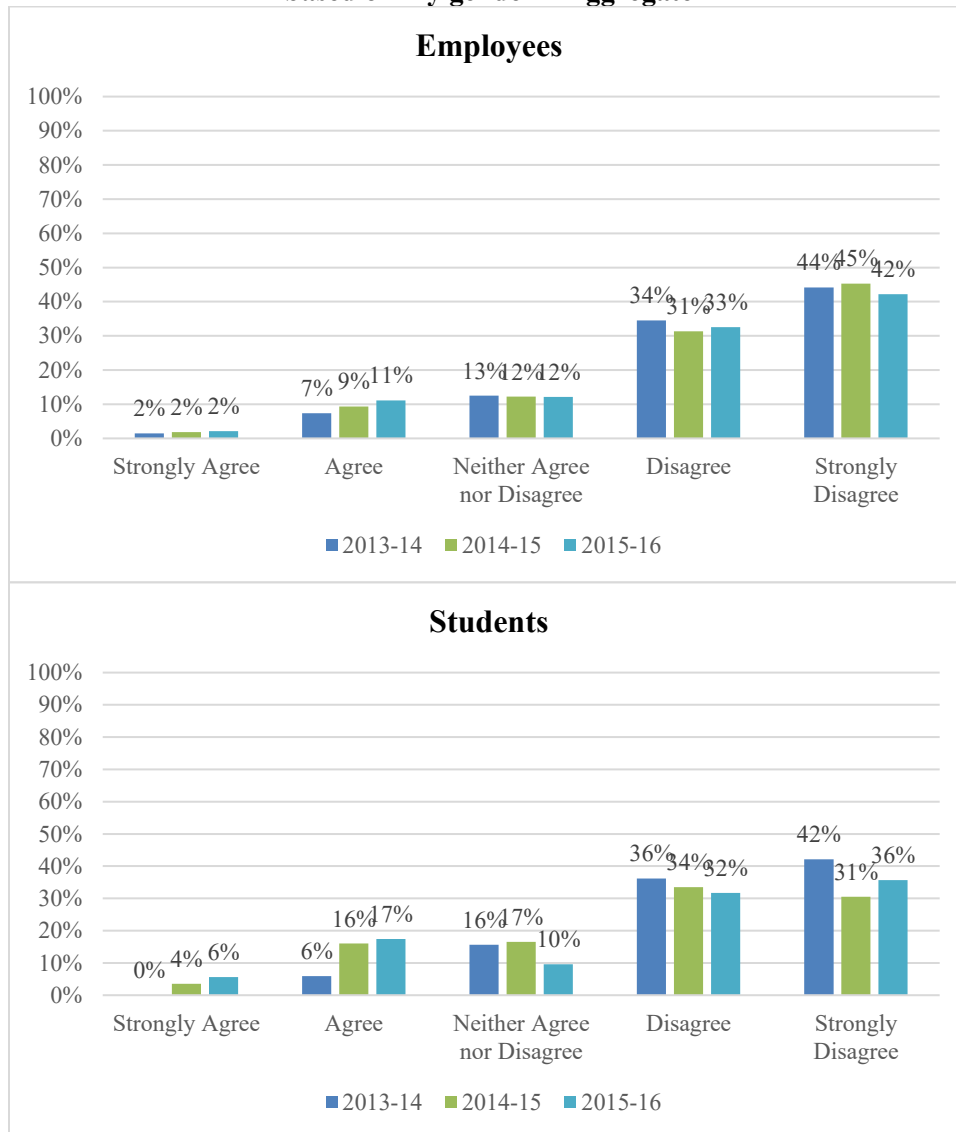


Figure 26: In the past year, I have been treated in an insensitive or inappropriate manner based on my gender—by Gender

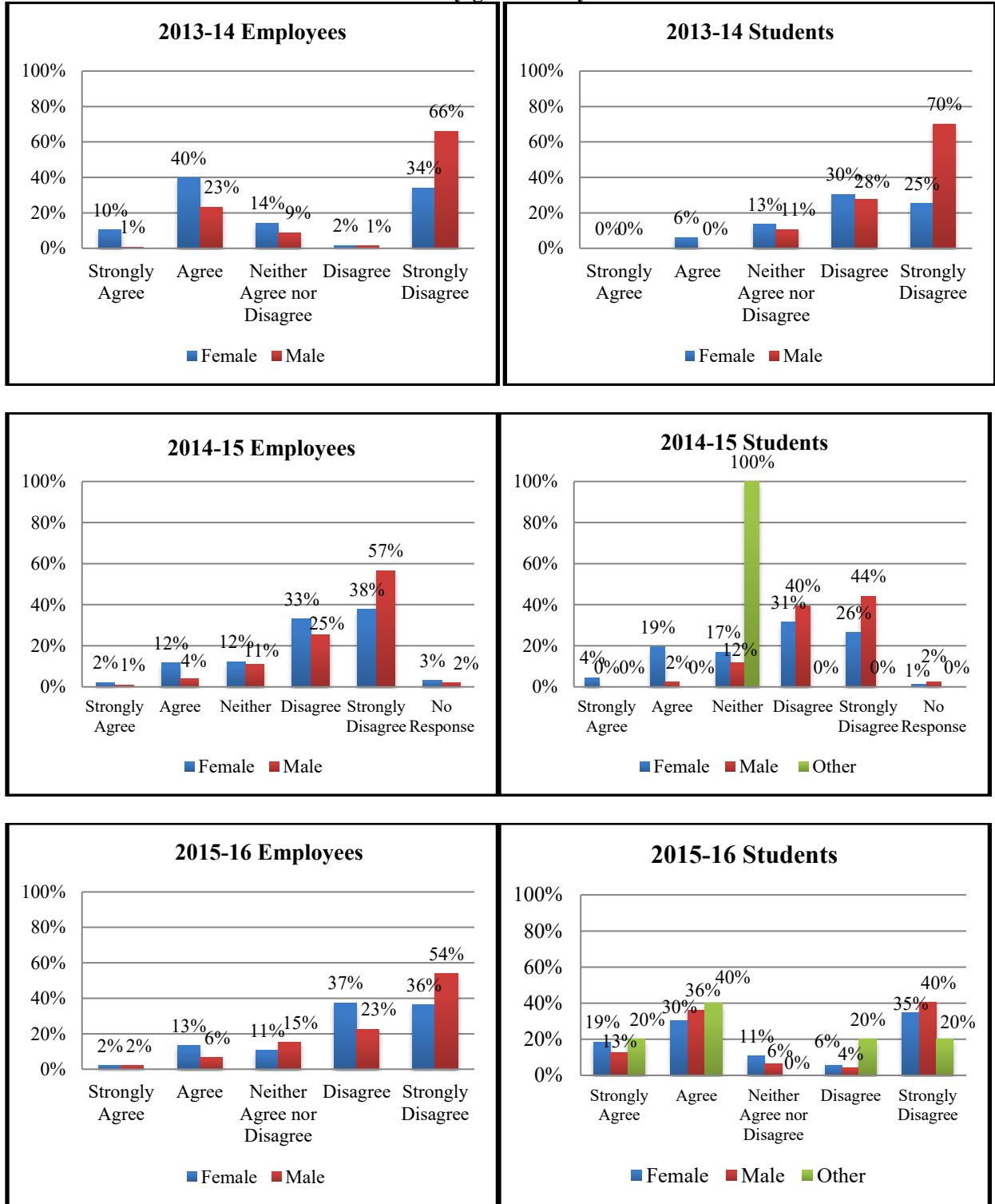


Table 12: In the past year, I have been treated in an insensitive or inappropriate manner based on my gender.

Likert scale items (1 = Strongly disagree to 5 = Strongly agree)

	<u>Female</u>		<u>Male</u>		<u>Fac/Prof Staff</u>		<u>Classified Staff</u>		<u>Student</u>		<u>All</u>				
	<u>N</u>	<u>Mean</u>		<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>		
2013-14	317	2.06	*	147	1.48	213	1.85		69	2.01		186	1.85	468	1.87
2014-15	338	2.23	*	139	1.67	197	1.90	*	82	1.91	*	202	2.29	481	2.07
2015-16	365	2.18	*	140	1.89	281	1.99	*				231	2.24	511	2.11
	T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk().					*A one-way ANOVA was conducted to compare results across the three survey types.									

QUALITATIVE ANALYSIS

Introduction to Qualitative Analysis

In addition to quantitative survey questions, employees and students were asked to provide open ended comments to 1) further explain answers they had provided in the survey and to 2) provide suggestions for improving campus climate with respect to gender and gender-related issues. Generally, employees offered more comments than students for each of the three years of survey administration.

Comments for employees and students were aggregated for the three years and coded into 16 thematic areas organized into three main content areas: climate, harassment, and subtle sexism. (A fourth content area of survey design included comments on ways to change or improve the way questions are phrased.) For each code, comments were further identified as positive (+) or negative (-) within the theme. Coding explanations follow.

Coding Explanations

The qualitative comments from the surveys were categorized into 16 themes. We define each of these themes below.

Administration – All comments in this category refer to the members of the administration, how the administration is run, and the gender of the members that compose administration.

Boys Club – This category refers to any comments that described men in certain departments or in the administration as a “Boy’s Club,” which allows men to use their connections with other men in the “Club” to better their careers. Comments about the Boy’s Club referred to it having a negative effect for women in regards to faculty meetings, promotions, and access to higher-level positions.

Climate – Represents any comment that refers to the overall climate and atmosphere on campus in regards to gender.

Discrimination – Refers to any comment in which the respondent felt blatantly discriminated upon based on their gender.

Education – Embodies all comments that suggest the need for more educational programs and procedures to decrease the amount of gender discrimination, harassment, and sexual assaults that take place in the Cortland community. However, if the code was Education (+), it refers to the notable positive effect that the current gender education programs are having on the Cortland community.

Gender Inclusion – Represents the need for more inclusion and tolerance for all genders, including transgender, on campus. Many of the comments that were coded with this category expressed the need for gender inclusive bathrooms.

Harassment – Signifies any comment that described harassment, particularly sexual harassment that the respondent personally experienced or witnessed at SUNY Cortland. The content may include inappropriate and aggressive behavior, offensive comments, and even stalking.

Leadership – Refers to issues with the leadership at SUNY Cortland, including the lack of empathy for gender issues from those in the leadership positions, the lack of women in these leadership positions, and as a result higher wages for men at the institution. A code of Leadership (+) indicates a positive opinion about the individuals in the leadership positions.

LGBTQAIP – Represents the perceptions and attitudes toward the LGBTQAIP community at SUNY Cortland, including lack of tolerance and education from students and faculty members towards this community.

Party Culture – Embodies all comments that make references to the party culture that has developed at SUNY Cortland and its promotion of the physical and verbal mistreatment of students to other students. This comment particularly refers to the effect that this culture has on the women on campus.

Promotion – Signifies any comment that suggested that gender played a role in the promotion or lack of promotion for faculty members at SUNY Cortland.

Reporting – Refers to comments that mentioned the reporting of sexual violence at SUNY Cortland. While some people felt discouraged and frightened by the increase in the amount of incidents reported in recent years, other acknowledged that this increase may indicate more people speaking up about the violence that was inflicted on them.

Safe Campus – This comment was used when someone discussed whether or not they felt safe on campus. Many of the people that indicated that they did not feel safe on campus suggested the need for more lighting and blue lights throughout the campus.

Subtle Sexism – Refers to incidents in which someone was discriminated upon on the basis of their gender, but in a discreet way, especially using social norms and assumptions to dictate an individual's value and workload in the workplace.

Survey Design – Represents any issues with the design of the survey, especially in regards to terminology.

Title IX – Signifies the positive impact that Title IX initiatives and the Title IX Coordinator have had on SUNY Cortland.

Discussion of Themes

Overall, across all three years of survey administration (2013-14, 2014-15, and 2015-16), 17 percent of comments made by faculty members were coded as positive and 83 percent of comments were coded as negative. In 2013-14, only 14 percent of comments were coded as positive. This number increased slightly in 2014-15 with 18 percent positive comments. In 2015-16, this number fell slightly to 17 percent positive comments.

The most common comments for employees were Subtle Sexism (-), Survey Design (-), Harassment (-), Climate (+) and Boys' Club (-). The most common comment for students were Harassment (-), Safe Campus (+), Subtle Sexism (-), Other, and Climate (-).

For students, the most frequent comments discussed harassment that takes place at SUNY Cortland. While the number of comments about harassment by students was six comments for each year, the total number of comments was higher in 2015-16; therefore, there was a higher percentage of comments about harassment in 2014-15 (25 percent) than in 2015-16 (18 percent).

Students also frequently discussed the topic of Safe Campus, particularly in 2015-16. In 2015-16, six comments were made about feeling safe on campus. While this is not a large number, it accounts for 18 percent of all comments made by students that year.

Student comments for the combined years of 2014-15 and 2015-16 yielded 18 percent positive comments and 82 percent negative comments. In 2014-15, 8 percent of comments were positive and in 2015-16, 24 percent of comments were positive. This shows a significant increase in positive comments by students over two years and may indicate some improvement in gender climate among students.

Comments included positive gender climate changes over time, and continuation of negative climate factors as recorded in past survey data. The strongest theme based on frequency and content of comments from faculty and staff respondents is that subtle sexism continues to be problematic for women on campus. Subtle sexism is defined as discreet discrimination on the basis of gender, using social norms and assumptions to indicate an individual's value in the workplace and workload assignment. Harassment was another significant theme, and all other climate related comments were grouped as climate observations.

[Note: A number of faculty members and some students commented on *Survey Design*. The number of comments on survey design remained the same in 2015-16 compared to 2014-15, and both years signified an improvement in survey design from 2013-14. One main survey improvement was the addition of a time frame for observation of negative behaviors. For example, in 2013-14, respondents were asked questions about hearing gender based comments, experiencing or witnessing harassment or insensitive/inappropriate treatment and fearing for physical safety on campus because of gender. Beginning in 2014-15, all such questions were prefaced with "in the past year" to limit the number of respondents who might share duplicate information each subsequent year they might take the survey. Several survey design suggestions had to do with the terminology used to refer to one's gender identity. There is not complete agreement on how to

identify one’s sex/gender identity. Many survey design comments had to do with wording of questions, individual employee or student experiences not fitting into a standard question, or indicated questions regarding definitions or types of gender discrimination. Finally, in 2013-14 and 2014-15, classified staff members commented that they felt like faculty and staff were unnecessarily “tiered” in the way the survey was introduced separately to different employment groups. In 2015-16, one survey was introduced to all employees regardless of employment group via employee email, and the questions on work groups and employee classification was reformatted to reduce any perception that the survey was tiered based on employment group.]

Table 13: Employee Comments by Category

Employee Comparison				
Category	2015-16	2014-15	2013-14	Total
Subtle Sexism				38
Subtle Sexism (-)	11	15	12	38
Survey Design				21
Survey Design (-)	6	6	9	21
Harassment				26
Harassment (-)	4	4	8	16
Reporting (+)	1	3	-	4
Discrimination (-)	1	-	2	3
Reporting (-)	-	3	-	3
Climate				88
Climate (+)	4	3	6	13
Boys Club (-)	3	7	2	12
Education (-)	2	5	4	11
Safe Campus (-)	3	3	3	9
Climate (-)	3	3	2	8
Leadership (-)	5	2	-	7
Administration (-)	2	-	4	6
Promotion (-)	1	4	-	5
LGBTQAIP (-)	2	2	-	4
Safe Campus (+)	2	1	1	4
Title IX (+)	2	2	-	4
Education (+)	-	2	1	3
Administration (+)	-	1	-	1
Party Culture (-)	-	1	-	1
Gender Inclusion (-)	-	-	-	0
Other	-	4	3	7

Table 14: Student Comments by Category

Student Overall Comparison			
Category	2015-16	2014-15	Total
Subtle Sexism			7
Subtle Sexism (-)	6	1	7
Survey Design			7
Survey Design (-)	5	2	7
Harassment			16
Harassment (-)	6	6	12
Reporting (+)	1	3	4
Discrimination (-)	-	-	0
Reporting (-)	-	-	0
Climate			21
Climate (-)	2	2	4
Safe Campus (+)	3	1	4
Party Culture (-)	1	2	3
Title IX (+)	1	2	3
Climate (+)	1	1	2
Education (-)	2	-	2
Gender Inclusion (-)	-	1	1
LGBTQAIP (-)	-	1	1
Safe Campus (-)	1	-	1
Administration (-)	-		0
Administration (+)	-	-	0
Boys Club (-)	-		0
Education (+)	-		0
Leadership (-)	-		0
Leadership (+)	-		0
Promotion (-)	-		0
Other	4	2	6

Table 15: Qualitative Comments by Employment Group

2014-15	
Arts & Sciences Faculty	Management/Confidential
Administration (+)/ Subtle-Sexism (-)	Boys Club (-)
Climate (-)	Subtle-Sexism (-)
Education (-)	PEF
LGBTQAIP (-)	Promotion (-)
Party Culture (-)	Reporting (+)
Reporting (-)	Professional Staff Member
Safe Campus (-)	Boys Club (-)/Climate (-)/Leadership (-)
Subtle-Sexism (-)	Climate (+)/Promotion (-)
Survey Design (-)	Education (-)
CSEA-ASU (administrative services)	Education (+)/Survey Design (-)/Title IX (+)
Survey Design (-)	Leadership (+)
Boys Club (-)/ Subtle-Sexism (-)	Promotion (-)
Other	Promotion (-)/ Subtle-Sexism (-)
Safe Campus (-)	Reporting (+)
Survey Design (-)	Safe Campus (-)
CSEA-OSU (operational service unit)	Subtle-Sexism (-)
Climate (+)	Professional Studies Faculty
Reporting (-)	Boys Club (-)
Safe Campus (+)	Boys Club (-)/Climate (+)/ Subtle-Sexism (-)
Education Faculty	Education (-)
Boys Club (-)/ Leadership (-)	Other
Climate (-)	Subtle-Sexism (-)
Education (+)	(blank)
LGBTQAIP (-)	Education (+)
Other	
Library Faculty	
Other	
Reporting (-)	
2015-16	
CSEA Clerical/Admin Support Staff & MC Classified	UUP Faculty & Librarians--Continued
Administration (-)/ Boys Club (-)	Harassment (-)
Leadership (-)	Harassment (-)/ Leadership (-)/ Subtle Sexism (-)
Subtle Sexism (-)	Leadership (-)
CSEA Operational Support/Custodial, Grounds, Maintenance and Institutional Support	Safe Campus (-)
Harassment (-)	Subtle Sexism (-)
Reporting	Survey Design (-)
MC	UUP Professionals & PEF
Climate (+)/ Leadership (-)	Boy's Club (-)
Harassment (-)/Boy's Club (-)/ Safe Campus (-)/ Subtle Sexism (-)	Climate(+)
Subtle Sexism (-)	Education (-)
Prefer not to identify/Other	Leadership (-)
Survey Design (-)	LGBTQAIP (-)
UUP Faculty & Librarians	LGBTQAIP (-)/ Safe Campus (-)/ Title IX (+)
Administration (-)/ Subtle Sexism (-)	Promotion (-)

Climate (-)
 Climate (-)/ Discrimination (-)/ Safe Campus (+)
 Climate (+)/ Subtle Sexism(-)
 Climate (+,-)
 Education (-)/ Title IX (+)

Safe Campus (+)
 Subtle Sexism (-)
 Survey Design (-)

Climate Codes

	Employees	Students
Total	88	24
Administration (-)	6	0
Administration (+)	1	0
Boys Club (-)	12	0
Climate (-)	8	4
Climate (+)	13	2
Education (-)	11	2
Education (+)	3	0
Gender Inclusion (-)	0	1
Leadership (-)	7	0
LGBTQAIP (-)	4	1
Other	7	6
Party Culture (-)	1	3
Promotion (-)	5	0
Safe Campus (-)	9	1
Safe Campus (+)	4	4
Title IX (+)	4	3

Climate as Qualitative Theme

Comments selected from aggregate qualitative data characterize perceptions of campus climate with regard to gender, and include thematic areas of “Old Boys’ Club,” composition of administration, leadership priorities, workload issues, advancement, campus educational efforts, perceptions of the safety of campus, and issues pertaining to LGBTQAIP identity among others regarding campus climate as noted above.

A number of employee respondents described the administration of the campus as being predominantly male, and men in certain departments or in the administration were referred to by some as being part of a “boys’ club,” meaning that men use connections with other men in the “club” to better their careers. Respondents referred to this climate factor as having a negative affect for women regarding professional communication, promotions, and access to higher-level positions. Several respondents indicated a need for more women in positions of leadership on campus and to have campus leaders who are male be more cognizant of gender issues.

Several respondents from the employee group made comments about disproportionate workload for positions held by women. Respondents suggested hiring, retaining and promoting more women on campus and increasing awareness of gender discrimination.

While data indicate that respondents generally feel SUNY Cortland is a safe campus, students and employees expressed concerns about sexual assault and mentioned crime alert emails as evidence of safety concerns and as impetus for more education on sexual violence prevention.

Overwhelmingly, respondents who provided qualitative comments endorsed continuation of prevention and response training, and education efforts for the campus community. Some noted that where appropriate, the topics of sex discrimination, sexual harassment and sexual violence prevention and response should be incorporated into the formal academic curriculum, including educating men and discussing masculinity and how it is constructed.

A small number of respondents had specific recommendations for facilities such as locations for additional campus lighting or additional gender neutral bathrooms on campus. Several student respondents indicated they would like to have more attention paid to gender inclusive issues such as pronoun preferences and inclusive bathrooms.

[NOTE: All single-occupancy bathrooms on campus were re-signed in Spring 2017 to label the facility with the facility icons rather than icons that depict any particular gender (i.e. signage indicates Rest Room and show a pictograph of a toilet and sink or urinal, toilet and sink). Educational placards were placed nearby each sign to raise awareness to equity issues for all gender identities and expressions.]

The following verbatim comments (with any personally identifiable information redacted) are examples of comments that were coded in the overall climate qualitative theme:

“The Old Boys Club still exists at SUNY Cortland. It is often difficult for women to be heard in meetings.”

“This campus continues to be an old boy’s network. In our department the men are treated with kid gloves while the women handle the bulk of outside of work assignments (i.e. open house, graduation etc.)”

“Generally positive. However, it feels, at times, as if there is some gender discrimination and/or dismissive attitudes toward women within and by upper-level administrators. Still a sense that there is a functioning Old Boys' Club.”

“There are more and more males in leadership positions at Cortland and very few females. This reality also results in men earning more than women and receiving bigger raises which widens the gap even more. There is no conscious effort to balance this so I believe women feel there are no or very limited opportunities to advance here. Not only do they feel there is not equal opportunity, but they don't feel valued.”

“Basically what I see is a lack of women in higher administrative positions. We used to have two schools, one male dean and one female. We used to have a Provost that was female and a VP of Finance. For a while all of the deans were male for three schools, and the VP of Enrollment management was male as well. Also, when women are put in a higher administrative position, I see more duties assigned to the position. When she leaves and is replaced by a male, duties are removed or more staff is hired. In meetings I have seen some men have a tone of disrespect to women and their comments or ideas. It's not overt, but it is there. . . .”

“While SUNY Cortland isn't an unsafe place, there are definitely different norms of behavior for women than for men. It is seen as somewhat unfeminine for a woman to be direct on our campus. Women who are more direct and outspoken tend to be viewed with suspicion. There is a bit of a boys network on campus and for that reason, it can be much easier for males to get things done than for females.”

“The first step is to admit there is a problem. The campus leadership refuses to acknowledge anything that may be negative in public perception. Thus it is impossible for any meaningful change to occur.”

“This is about the fifth survey I've taken, voicing my concerns, yet little has changed here. Stop giving surveys and do something about the intolerable situation here on the campus. You HAVE the data. Why has no action been taken to address what is

commonly known about power inequities and subsequent poor morale on the campus? Silence from key top administrators here speaks volumes ...”

“SUNY Cortland has room to grow. There is an undercurrent of behaviors and allocation of work that privileges men and leaves women out of leadership positions, both formal and informal. Women are given the behind the scenes workloads of completing reports, dealing with day to day operations, and getting necessary, but perfunctory, work done without enough support. This does not leave time or energy to work on higher level issues of leadership and planning. I see this in all areas of our campus. Women can't get to the glass ceiling because they are chained to their desks. . . . There is an appearance that the hiring decisions (e.g., whether to search or just appoint; evaluation of candidates) is biased towards men and we need more training to address this. Our leadership does not consistently express an appreciation for some of the struggles that people have experienced, so people that raise issues are sometimes patronized, sometimes silenced, and sometimes ignored. There is still a sense of eye-rolling when gender issues are addressed and I continue to hear negative comments about women's initiatives. I care greatly for our college and hope we can commit to making it a better place for everyone.”

“Although I have heard many stories from others of negative experiences (mostly second-hand), my personal experiences and observations have largely been positive, with one glaring exception. There is a glaring lack of support for parental leave (particularly in terms of campus climate, but also financially). Based on how I have observed others be treated, I am in fact fearful of the effect that having a child will have on my career.”

“I believe overall that women are safe and treated fairly in all aspects except promotions and income levels. I have witnessed more than once a female have to interview for a promotion and a male counterpart not be made to interview.”

“Advancement at SUNY Cortland remains a man's game, sometimes available to women willing to play by certain rules (sports culture and cliques). Women often are given tedious, uninspiring and behind-the-scenes work and denied significant responsibility and visible roles, even when it would make the unit work better.”

“[It is] important to educate the campus on sexual identity when talking about issues of gender. Many experiences I have had as a gay man on campus are based on the way many think about gender and sexual identity. They do not see it as separate items and as such, my lived experience at SUNY Cortland has been impacted by ignorant behavior that does not reflect the core values of the institution.”

“While there is concern about gender inequality, I think a greater concern is prejudice against people who self identify as LGBTQ (which is in general part of this survey),

and also people who are classified as part of an ethnic group based on geographical origin or religious affiliation.”

“... I continue to see women professionals and faculty exploited for their work. They take on the type of work that do not lead to recognition, decision making or agency in the institution. Instead, they populate many of the working committees that are behind the scenes, yet vital to the college fulfilling its mission. In this way, we continue to keep women tied to their work and desks doing the work that men simply do not step up to do. ...The predominately male cabinet does not seem to acknowledge the symbolic and functional issues and does not make efforts to include women in their discussions or reach out specifically for support of women on campus.”

“I believe that the SUNY Cortland campus works to provide a safe environment for students. These efforts have increased in the last year or so, with the increased awareness of Title IX issues. Having said this, there are three areas in which gender discrimination stills occurs, or at least appears to. 1) Students are still at risk in social gatherings, especially off campus. While we have tried to address illegal drinking and drug-related activities, this continues to be a problem. 2) For obvious reasons, most efforts to educate our community about these issues have focused on decreasing female-victimizations. Much less attention has been focused on male-victimization. When it is addressed, it comes across as an afterthought. However, statistically, a significant number of sexual assaults involved male victims. This group deserves protection as well. 3) The implicit assumption is that females are victimized by males. This is frequently true. However, the way this issue is sometimes addressed is that males are violent, aggressive members of our campus, from whom females must be protected. This misrepresentation of the real problem (i.e. that SOME males are violent, aggressive members of the campus) is discriminatory, and it makes discussions of gender-related issues uncomfortable for the males in the audience. I suspect that this hostile atmosphere is contributing to the decline in male enrollments and retention in high education. . . .”

“We have a long way to go in making campus safe for young women. The educational efforts that I've noticed aimed at curbing sexual assault don't go far enough in helping young men understand their responsibilities in these effort.” [sic]

“...I think this campus is generally highly responsive to incidents related to sexual assault, sexual harassment, and bias. The campus has done an excellent job promoting resources available to students, staff, and faculty who have themselves experienced or who are helping someone who experiences gender-related issues. Since the hiring of [the Title IX Coordinator], with dedicated responsibilities for education and reporting around these issues, I have noticed even more visible information aimed at prevention and response....”

“In comparison to other schools, Cortland excels at acceptance. However, there are still those individuals that still look down upon other genders or those with different sexual orientation.”

Harassment as Qualitative Theme

	Employees	Students
Total	26	16
Harassment (-)	16	12
Reporting (+)	4	4
Discrimination (-)	3	0
Reporting (-)	3	0

Respondents who reported harassment issues identified as both female and male. Employee respondents focused on the need for more education for prevention and response around harassment issues, including extreme forms of sexual harassment in the forms of sexual and interpersonal violence. Several noted that increased campus education efforts have led to an increase in comfort of affected individuals coming forward to report.

For students, the most frequent comments regarded harassment they had personally experienced or witnessed. Those experiences included inappropriate and aggressive behavior and/or offensive comments.

Respondents indicated both positive and negative reactions to Clery crime alerts that go out to the community via email. On the one hand, some respondents shared that the crime alerts raise awareness and provide education to the campus community. On the other hand, the alerts were disconcerting reminders that violence has occurred in the community. The following comments are exemplars of perceptions of and experiences with harassment and discrimination.

“I have personally experienced and witnessed consistent and egregious harassment based on gender. It affects students and faculty/staff. It affects both male and female. Men who deviate from traditional masculine roles (i.e. take family leave) face dire consequences in some departments. Students (particularly females) are persistently

exposed to harassing or inappropriate behavior from faculty . . . [administrator] was incompetent in curbing this behavior. The vast majority of faculty/staff are progressive and supportive of gender equity. However, the entire campus climate is sullied based on the persistent behavior of bullies, particularly in [school] departments. A climate of machismo runs amok within some departments.”

“I constantly hear male students on campus cat calling out of their dorm windows, as well as utilizing excessively aggressive language when speaking about women. The common usage of the word rape by the males on this campus makes me very uncomfortable. Not to mention the insensitivity of professors, who use the word girl as a put down, for example, You wrestle? I thought that was a girl's sport.”

“I feel that the fraternity's on campus need to learn to respect women. I have heard numerous comments from them about fucking bitches and thinking they can talk to any women like they are their property. I have personally been spoken to in an inappropriate ways by members of fraternities on campus. I am not talking about downtown outside of campus. On campus in the library and at the gym. They feel entitled because of their fraternity. I feel they do not respect women of authority at all.”

“I have been the victim of multiple unwanted touching/hugging from my supervisor. The hugging and touching can not necessarily be defined as sexual advances as I am unsure of the motivation but even after knowing I am uncomfortable she has persisted. I chose the choice based on the number of times I experienced that...”

“My work is largely in the classroom, which is respectful. But now and then a student tells me in confidence that he or she feels harassed on the basis of gender or sexual orientation. When I recommend that the student inform an officer of the College, he or she has always declined -- no matter how hurt.”

Subtle Sexism as Qualitative Theme

Category	Employees	Students
Subtle Sexism	38	7
Subtle Sexism (-)	38	7

Both students and employees commented that subtle sexism is a societal problem and is present at times on campus, whether in the form of disrespectful language or a perception/observation of disrespect toward women. For faculty and staff members, the most prevalent comment theme was

subtle sexism. While the number of comments regarding subtle sexism decreased from 15 in 2014-15 to 11 in 2015-16, the total number of comments decreased in that time frame. For both years, the category of subtle sexism accounted for 21 percent of the total number of comments.

Employees suggested that the campus needs to promote/hire more women for leadership positions and extend more efforts to retain and promote women on campus in general. Several respondents endorsed continuing and increasing opportunities for women on campus to network and be supported.

The following selections from the aggregated qualitative comments address perceptions of subtle sexism.

“Sexism is a long-term challenge and quite subtle. As example, giving credit to males for work performed when women too contributed, giving women more service work and then blaming them for not fulfilling rigorous scholarship. The expectation and entitlement of males over females exists here and more globally.”

“People walk down halls and across campus dropping (loudly) words such as Bitch, Slut, etc. Much of the professional level gender discrimination is subtle. Male professors not acknowledging that there is national data showing they tend to get more positive reviews than female professors, for example.”

“Although there are females in high level positions at the College, it is apparent on occasion that their efforts/input/ opinions are not regarded as highly as male employees at the same level.”

“I feel women faculty are treated differently than male faculty and more easily taken advantage of in work load and other issues.”

“Women's voices are not respected as much as men's voices are. This is evident as high as the Cortland Administration. Subtle sexism is hard to prove but easy to spot by an expert.”

While comments indicating sexism or discrimination against males were in the vast minority, several respondents indicated feeling that gender discrimination takes place based on identifying as male.

“I want to make sure this is clear: I believe that white hetero males are discriminated against on this campus.”

“I have been discriminated against as a man, but not sexually.”

One respondent's comment addressed a number of thematic areas and is offered as a multi-theme encompassing observation:

“While I feel that Cortland is overall a safe campus, the world is still not a safe place (overall) for women, transgender individuals, and for people who identify as LGBTQ. We are up against normed violence in the media and beyond. The majority of extreme gender discrimination (harassment and violence) appears to be affecting female students - in the form of sexual assaults, dating violence, or sexual harassment. Sex discrimination against female staff and faculty is much more subtle. It may take the form of exclusion from old boy network conversations, communication trails, or activities, or the way workload is distributed (with heavy lifting, low glamour work going to women who do not get to take public credit for work done by a department or division led at the top by a man). The college should regularly analyze salary, workload, recognition, and opportunities for promotion by gender to keep ongoing discrimination in check to the extent possible. The campus awareness of gender discrimination seems to be improving through the efforts of increased programming and training (as well as through the norming that has occurred with information posted in each restroom). In order for culture change to happen, the people with power and privilege need to recognize disparities and pave the way for change.”

Initiatives Currently in Place

Based on climate assessments and recommendations, as well as compliance with federal and state legislation, SUNY Cortland offers programs to multiple audiences including students, faculty/staff, and the community at large in a variety of formats on topics related to sex discrimination. Below we delineate programs and initiatives that have been implemented.

For students:

- Sexual violence prevention and response protocols are presented to all new students and their parents through summer orientation; orientation skits include the topics related to gender-based violence and discuss resources, reporting options, and grievance procedures.
- All first-year students, transfer students, and international students are asked to complete the “Think About It” web-based program which focuses on alcohol/drug use and sexual assault prevention and response. This program assists with complying with the Campus

SaVE Act and covers multiple education areas. 2016-17 marks the fourth year of this program on campus.

- Student onboarding / sexual violence prevention and response programming is required of all NCAA athletes, Student Government Association club leaders, Greek leaders, and Sport Club leaders. These programs are delivered in person by the Title IX Coordinator and in some cases through a Camtasia video presentation developed by the Title IX Coordinator. Training covers Title IX, VAWA, and NYS Education Law 129B requirements and It's On Us Bystander Intervention.
- RAs and RHDs go through extensive summer and ongoing training on sexual harassment and responding to sexual assault victims/survivors and offering prevention programs. Also included in training are topics of gender inclusivity and diversity programming.
- The first-year experience course, COR 101, incorporates several articles and web resources on sexual assault prevention, affirmative consent, bystander intervention and more in the COR 101 reader, and the Title IX Coordinator and others on campus present as guest speakers in COR 101 classes.
- Sexual violence prevention and response information is delivered to international students and departing study abroad students as well as to employee trip leaders.
- University Police offers R.A.D. (Rape Aggression Defense Program).
- Students' Bill of Rights posters are posted in each residence hall, dining hall, and student center.
- Title IX brochures and resource cards are available in numerous offices around campus and in the hallway outside of Student Health Services. Brochures are mailed to each new graduate student along with web site information linked to the Graduate Student advisement web page.
- Bystander intervention programs from Green Dot and the One Love Foundation are offered throughout each semester.
- Community partner Aid to Victims of Violence, with support from the "It's On Us Action Team" (formerly called the Sexual Assault Awareness and Programming Team) and consultation with the Counseling Center offers a Survivor's Support Series at the Interfaith Center for students. This self-care series is not group therapy, but rather a series of psycho-educational activities and sharing to help survivors move forward positively.
- Campus programming includes alcohol-free weekends and programs that encourage wellness, safety, and prevention of substance abuse.

- The Title IX Coordinator and “It’s On Us Action Team” regularly use social media accounts to provide awareness information to students and promote the It’s On Us education campaign.

For employees:

- The Title IX Coordinator offers training to department and offices on campus.
- Human Resources offers educational training (including online) on sexual harassment and sexual violence prevention.

Campus-wide (students and faculty/staff)

- Regular audits ensure that the informational stickers with resource information on sexual assault, sexual harassment, stalking, and relationship violence remain permanently affixed to the inside of every bathroom stall door on campus. Any needed replacements are made.
- The Title IX web site is maintained as current.
- The Faculty/Staff LGBTQIA Committee and SPECTRUM, the student LGBTQIA group, organize and offer annual activities to raise awareness, including National Coming Out Day, National Transgender Remembrance Day, and National Day of Silence.
- The campus promotes an “It’s On Us” umbrella campaign for awareness of affirmative consent, victim/survivor support, and bystander intervention as a means of preventing sexual violence. Other student awareness activities are planned and promoted by student groups like Students Active For Ending Rape (SAFER) and other Student Government Association and Greek groups.
- Take Back the Night marches take place (by SAFER and Health Promotion) in fall and spring.
- Students’ Bill of Rights information is annually distributed to the campus community in poster form and via the Title IX web site. This information and other information on the non-discrimination policies of the campus is sent via email from the President’s Office. The Bill of Rights also extends to employees and visitors.

Conclusion

To strive for gender equity on campus, issues regarding the gender climate at SUNY Cortland need to be continually examined. Moreover, issues identified need to be addressed. To this end, the data and themes presented in this report from the three years of SUNY Cortland gender climate surveys were discussed at the June 2017 President's Administrative Retreat. Key campus leaders were in attendance. The gender climate issues perceived by these leaders and recommendations to improve the climate that they thought would benefit the campus were solicited and recorded.

As indicated by an administrator at the retreat, while it is important that campus leadership discussed gender climate issues, we need to ensure that we act upon the recommendations. The Gender Policies and Initiatives Council (GPIC) should be charged to analyze the findings of this report to further explore why respondents have concerns and why certain areas of inquiry are demonstrating negative gender climate trends. GPIC should also be tasked with reviewing the suggestions provided by the key leaders at the retreat to develop additional recommendations to propose to the administration.

Appendix: Survey Instruments

2013-14 Surveys

Classified Staff

Faculty and Professional Staff

Students

State University of New York College at Cortland

Campus Climate Survey – Classified Staff

Spring 2014

Title IX federal legislation mandates an annual campus climate check. This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this brief survey by no later than May 6, 2014.

Please indicate the response that best represents your answers. Space is provided at the end of the survey for additional comments. If for any reason you are unable to answer a particular item, please leave that item blank.

The survey is confidential and anonymous, so please do not include your name anywhere on the document.

SEX DISCRIMINATION

On the following pages, you will find a series of questions requesting information about many different kinds of sex discrimination that can occur on a college campus. "Sex Discrimination" is defined as "behaviors and actions that deny or limit a person's ability to benefit from, and/or fully participate in, the educational programs or activities or employment opportunities because of a person's sex. This includes but is not limited to sexual harassment, sexual assault, sexual violence by employees, students or third parties."

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

1. Sex: A. Female B. Male C. Other

2. Union Representation: A. CSEA-OSU (operational service unit) B. CSEA-ASU (administrative services)
C. Council 82 (security supervisors unit) D. Council 83 (security services unit) E. PEF

3. Employment status: A. Full-time B. Part-time
4. Total number of years employed at SUNY Cortland: A. Less than 5 years B. 6-10 years C. 11-15 years
D. 16-20 years E. More than 20 years

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you personally agree or disagree with the item.

5. Cortland is a safe campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
6. Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
7. Employees at SUNY Cortland treat students equally regardless of gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
8. Employees at SUNY Cortland treat each other equally regardless of gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
9. I have seen or heard insensitive or disparaging comments directed towards someone based on their gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

10. I have been harassed, pressured, or discriminated against because of my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
11. I am treated in an insensitive or inappropriate manner based on my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
12. I fear for my physical safety on campus because of my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
13. In the past year I have witnessed sexual harassment, sexual violence or stalking at SUNY Cortland.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
14. In the past year I have personally experienced sexual harassment, sexual violence or stalking at SUNY Cortland.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
15. Based on your personal experiences and observations, how much do you agree or disagree:
I believe people are discriminated against at SUNY Cortland based on gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
16. Have you been in a situation in which you received unwanted sexual attention from faculty or staff?

A. Never B. Once C. Twice D. Three or More Times

17. If you witnessed or experienced sex discrimination (including sexual harassment and sexual assault/violence) what action would you take? (Check all that apply.)
- A. Inform the Affirmative Action Officer
 - B. Inform University Police Department
 - C. Inform the faculty/staff member's supervisor
 - D. Speak informally to the faculty/staff member
 - E. Encourage the student to inform the Affirmative Action Officer or other administrator
 - F. Inform the Title IX Coordinator or deputies
 - G. Would take no action because I chose not to
 - H. Would take no action because I didn't know what to do
18. How would you rate the SUNY Cortland campus climate?
- A. Very Negative B. Negative C. Neither negative or positive D. Positive
 - E. Very Positive

COMMENTS

Please use this space to further explain any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

State University of New York College at Cortland
Campus Climate Survey – Faculty and Professional Staff
Spring 2014

Title IX federal legislation mandates an annual campus climate check. This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this brief survey by no later than May 6, 2014.

Please indicate the response that best represents your answers. Space is provided at the end of the survey for additional comments. If for any reason you are unable to answer a particular item, please leave that item blank.

The survey is confidential and anonymous, so please do not include your name anywhere on the document.

SEX DISCRIMINATION

On the following pages, you will find a series of questions requesting information about many different kinds of sex discrimination that can occur on a college campus. "Sex Discrimination" is defined as "behaviors and actions that deny or limit a person's ability to benefit from, and/or fully participate in, the educational programs or activities or employment opportunities because of a person's sex. This includes but is not limited to sexual harassment, sexual assault, sexual violence by employees, students or third parties."

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

1. Sex: A. Female B. Male C. Other

2. Employment Group: A. Arts & Sciences Faculty B. Professional Studies Faculty C. Education Faculty

D. Professional Staff Member E. Library Faculty F. Management/Confidential

3. Employment status: A. Full-time B. Part-time

4. Total number of years employed at SUNY Cortland: A. Less than 5 years B. 6-10 years C. 11-15 years

D. 16-20 years E. More than 20 years

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you personally agree or disagree with the item.

5. Cortland is a safe campus.

A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

6.

Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.

A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

7. Faculty and Staff at SUNY Cortland treat students equally regardless of gender.

A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

8. Faculty and Staff at SUNY Cortland treat each other equally regardless of gender.

A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

9. I have seen or heard insensitive or disparaging comments directed towards someone based on their gender.

A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

10. I have been harassed, pressured, or discriminated against because of my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
11. I am treated in an insensitive or inappropriate manner based on my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
12. I fear for my physical safety on campus because of my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
13. In the past year I have witnessed sexual harassment, sexual violence or stalking at SUNY Cortland.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
14. In the past year I have personally experienced sexual harassment, sexual violence or stalking at SUNY Cortland.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
15. Based on your personal experiences and observations, how much do you agree or disagree:
I believe people are discriminated against at SUNY Cortland based on gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
16. Have you been in a situation in which you received unwanted sexual attention from faculty or staff?

A. Never B. Once C. Twice D. Three or More Times

17. If you witnessed or experienced sex discrimination (including sexual harassment and sexual assault/violence) what action would you take? (Check all that apply.)
- A. Inform the Affirmative Action Officer
 - B. Inform University Police Department
 - C. Inform the faculty/staff member's supervisor
 - D. Speak informally to the faculty/staff member
 - E. Encourage the student to inform the Affirmative Action Officer or other administrator
 - F. Inform the Title IX Coordinator or deputies
 - G. Would take no action because I chose not to
 - H. Would take no action because I didn't know what to do
18. How would you rate the SUNY Cortland campus climate?
- A. Very Negative B. Negative C. Neither negative or positive D. Positive
 - E. Very Positive

COMMENTS

Please use this space to further explain any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

State University of New York College at Cortland

Campus Climate Survey – Student

Spring 2014

Title IX federal legislation mandates an annual campus climate check. This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this brief survey by no later than May 6, 2014.

Please indicate the response that best represents your answers. Space is provided at the end of the survey for additional comments. If for any reason you are unable to answer a particular item, please leave that item blank.

The survey is confidential and anonymous, so please do not include your name anywhere on the document.

SEX DISCRIMINATION

On the following pages, you will find a series of questions requesting information about many different kinds of sex discrimination that can occur on a college campus. "Sex Discrimination" is defined as "behaviors and actions that deny or limit a person's ability to benefit from, and/or fully participate in, the educational programs or activities or employment opportunities because of a person's sex. This includes but is not limited to sexual harassment, sexual assault, sexual violence by employees, students or third parties."

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

1. Gender: A. Female B. Male C. Other

2. Class year: A. Freshman B. Sophomore C. Junior D. Senior E. Graduate

3. Student status: A. Full-time B. Part-time
4. School in which your program of study is housed: A. Professional Studies B. Arts and Sciences

C. Education

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you personally agree or disagree with the item.

5. Cortland is a safe campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
6. Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
7. Students at SUNY Cortland treat faculty and staff equally regardless of gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
8. Students at SUNY Cortland treat each other equally regardless of gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
9. I have seen or heard insensitive or disparaging comments directed towards someone based on their gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

10. I have been harassed, pressured, or discriminated against because of my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
11. I am treated in an insensitive or inappropriate manner based on my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
12. I fear for my physical safety on campus because of my gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
13. In the past year I have witnessed sexual harassment, sexual violence or stalking at SUNY Cortland.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
14. In the past year I have personally experienced sexual harassment, sexual violence or stalking at SUNY Cortland.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
15. Based on your personal experiences and observations, how much do you agree or disagree:
I believe people are discriminated against at SUNY Cortland based on gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

16. Have you been in a situation in which you received unwanted sexual attention from faculty or staff?

- A. Never B. Once C. Twice D. Three or More Times

17. If you witnessed or experienced sex discrimination (including sexual harassment and sexual assault/violence) what action would you take? (Check all that apply)

- A. Inform the Affirmative Action Officer
- B. Inform University Police Department
- C. Inform the faculty/staff member's supervisor
- D. Speak informally to the faculty/staff member
- E. Encourage the student to inform the Affirmative Action Officer or other administrator
- F. Inform the Title IX Coordinator or deputies
- G. Would take no action because I chose not to
- H. Would take no action because I didn't know what to do

18. How would you rate the SUNY Cortland campus climate?

- A. Very Negative B. Negative C. Neither negative or positive D. Positive
E. Very Positive

COMMENTS

Please use this space to further explain any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

2014-15 Surveys

Classified Staff

Faculty and Professional Staff

Students

Campus Climate Survey - Classified Staff Spring 2015

Title IX federal legislation mandates an annual campus climate check. This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this brief survey by no later than May 8, 2015.

Please indicate the response that best represents your answers. Space is provided at the end of the survey for additional comments. If for any reason you are unable to answer a particular item, please leave that item blank.

The survey is confidential and anonymous, so please do not include your name anywhere on the document. SEX DISCRIMINATION

On the following pages, you will find a series of questions requesting information about many different kinds of sex discrimination that can occur on a college campus. "Sex Discrimination" is defined as "behaviors and actions that deny or limit a person's ability to benefit from, and/or fully participate in, the educational programs or activities or employment opportunities because of a person's sex. This includes but is not limited to sexual harassment, sexual assault, or sexual violence by employees, students or third parties."

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

1. Sex: *

- Female Male Self-Identity

2. Union Representation:

- CSEA-OSU (operational service unit) CSEA-ASU (administrative services) Council 82 (security supervisors unit) Council 83 (security services unit) PEF

3. Employment status: Full-time Part-time

4. Total number of years employed at SUNY Cortland:

- Less than 5 years
 6-10 years
 11-15 years
 16-20 years
 More than 20 years

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you personally agree or disagree with the item.

5. Cortland is a safe campus.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

6. Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

7. Employees at SUNY Cortland treat students equally regardless of gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

8. Employees at SUNY Cortland treat each other equally regardless of gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

9. In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

10. In the past year, I have been harassed, pressured, or discriminated against because of my gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

11. In the past year, I have been treated in an insensitive or inappropriate manner based on my gender. Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

12. In the past year, I have feared for my physical safety on campus because of my gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

13. In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim:

	Yes	No
a. sexual harassment	<input type="radio"/>	<input type="radio"/>
b. stalking	<input type="radio"/>	<input type="radio"/>
c. relationship violence	<input type="radio"/>	<input type="radio"/>
d. sexual violence (sexual	<input type="radio"/>	<input type="radio"/>

14. In the past year, I have personally experienced the following at SUNY Cortland:

	Yes	No
a. sexual harassment	<input type="radio"/>	<input type="radio"/>
b. stalking	<input type="radio"/>	<input type="radio"/>
c. relationship violence	<input type="radio"/>	<input type="radio"/>
d. sexual violence (sexual	<input type="radio"/>	<input type="radio"/>

15. In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?

- Zero Once Twice Three or More Times

16. Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

17. If you witness, learn directly about, or experience sex discrimination (including sexual harassment, stalking, sexual assault/violence, and/or domestic or dating violence), where can you make a report? Check all that apply.

- UPD/other police agency Student Conduct Office Human Resources Title IX
- Student Affairs Counseling Center Student Health Service AVV
- Residence Life & Housing
- Other, please specify

18. How would you rate the SUNY Cortland campus climate? Very Negative

- Negative
- Neither negative nor positive Positive
- Very Positive

COMMENTS

Please use this space to further explain any answers you provided in the survey.

19. What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

Campus Climate Survey - Faculty and Professional Staff Spring 2015

Title IX federal legislation mandates an annual campus climate check. This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this brief survey by no later than May 8, 2015.

Please indicate the response that best represents your answers. Space is provided at the end of the survey for additional comments. If for any reason you are unable to answer a particular item, please leave that item blank.

The survey is confidential and anonymous, so please do not include your name anywhere on the document.
SEX DISCRIMINATION

On the following pages, you will find a series of questions requesting information about many different kinds of sex discrimination that can occur on a college campus. "Sex Discrimination" is defined as "behaviors and actions that deny or limit a person's ability to benefit from, and/or fully participate in, the educational programs or activities or employment opportunities because of a person's sex. This includes but is not limited to sexual harassment, sexual assault, or sexual violence by employees, students or third parties."

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

1. Sex:

- Female Male Self-Identity

2. Employment Group: Arts & Sciences Faculty

Professional Studies Faculty

Education Faculty Professional Staff Member Library Faculty

Management/Confidential

3. Employment status: Full-time Part-time

4. Total number of years employed at SUNY Cortland:

- Less than 5 years
 6-10 years
 11-15 years
 16-20 years
 More than 20 years

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you personally agree or disagree with the item.

Cortland is a safe campus.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Faculty and Staff at SUNY Cortland treat students equally regardless of gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Faculty and Staff at SUNY Cortland treat each other equally regardless of gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have been harassed, pressured, or discriminated against because of my gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have been treated in an insensitive or inappropriate manner based on my gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have feared for my physical safety on campus because of my gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly

	Yes	No
a. sexual harassment	<input type="radio"/>	<input type="radio"/>
b. stalking	<input type="radio"/>	<input type="radio"/>
c. relationship violence	<input type="radio"/>	<input type="radio"/>
d. sexual violence (sexual from a victim:	<input type="radio"/>	<input type="radio"/>

In the past year, I have personally experienced the following at SUNY Cortland:

	Yes	No
a. sexual harassment	<input type="radio"/>	<input type="radio"/>
b. stalking	<input type="radio"/>	<input type="radio"/>
c. relationship violence	<input type="radio"/>	<input type="radio"/>

In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?

- Zero Once Twice Three or More Times

Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

If you witness, learn directly about, or experience sex discrimination (including sexual harassment, stalking, sexual assault/violence, and/or domestic or dating violence), where can you make a report? Check all that apply.

- UPD/other police agency Student Conduct Office Human Resources Title IX
 Student Affairs Counseling Center Student Health Service AVV
 Residence Life & Housing
 Other, please specify _____

How would you rate the SUNY Cortland campus climate?

- Very Negative
 Negative
 Neither negative nor positive
 Positive
 Very Positive

COMMENTS

Please use this space to further explain any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

Campus Climate Survey - Student Spring 2015

Title IX federal legislation mandates an annual campus climate check. This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this brief survey by no later than May 8, 2015.

Please indicate the response that best represents your answers. Space is provided at the end of the survey for additional comments. If for any reason you are unable to answer a particular item, please leave that item blank.

The survey is confidential and anonymous, so please do not include your name anywhere on the document.

SEX DISCRIMINATION

On the following pages, you will find a series of questions requesting information about many different kinds of sex discrimination that can occur on a college campus. "Sex Discrimination" is defined as "behaviors and actions that deny or limit a person's ability to benefit from, and/or fully participate in, the educational programs or activities or employment opportunities because of a person's sex. This includes but is not limited to sexual harassment, sexual assault, or sexual violence by employees, students or third parties."

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

Sex: *

- Female Male Self-Identity

Class year:

- Freshman Sophomore Junior Senior Graduate

Student status:

- Full-time Part-time

School in which your program of study is housed:

- Arts & Sciences Education Professional Studies Other

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you personally agree or disagree with the item.

Cortland is a safe campus.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Students at SUNY Cortland treat faculty and staff equally regardless of gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Students at SUNY Cortland treat each other equally regardless of gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have been harassed, pressured, or discriminated against because of my gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have been treated in an insensitive or inappropriate manner based on my gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have feared for my physical safety on campus because of my gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim:

	Yes	No
a. sexual harassment	<input type="radio"/>	<input type="radio"/>
b. stalking	<input type="radio"/>	<input type="radio"/>
c. relationship violence	<input type="radio"/>	<input type="radio"/>
d. sexual violence (sexual	<input type="radio"/>	<input type="radio"/>

In the past year, I have personally experienced the following at SUNY Cortland:

	Yes	No
a. sexual harassment	<input type="radio"/>	<input type="radio"/>
b. stalking	<input type="radio"/>	<input type="radio"/>
c. relationship violence	<input type="radio"/>	<input type="radio"/>
d. sexual violence (sexual	<input type="radio"/>	<input type="radio"/>

In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?

- Zero Once Twice Three or More Times

Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

If you witness, learn directly about, or experience sex discrimination (including sexual harassment, stalking, sexual assault/violence, and/or domestic or dating violence), where can you make a report? Check all that apply.

- UPD/other police agency Student Conduct Office Human Resources Title IX
 Student Affairs Counseling Center Student Health Service AVV

Residence Life & Housing

Other, please specify

How would you rate the SUNY Cortland campus climate?

- Very Negative
- Negative
- Neither negative nor positive
- Positive
- Very Positive

COMMENTS

Please use this space to further explain any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

2015-16 Surveys

Employees

Students

Campus Gender Climate Survey - Employee Spring 2016

The Office of Civil Rights and the State University of New York mandate an annual campus climate check relative to Federal Title IX Compliance. This survey is being conducted by the CSEW-Gender Policies and Initiatives Council in an effort to assess the campus climate regarding gender and gender-related issues. Please take the time to fill out this brief survey by no later than MARCH 11, 2016.

Please indicate the response that best represents your answers. Space is provided at the end of the survey for additional comments. If for any reason you are unable to answer a particular item, please leave that item blank.

NOTE: The survey is confidential and anonymous, so please do not include your name anywhere on the document. Any data collected for any required reports will be compiled in aggregate form and all responses will be anonymous and non-identifying.

SEX/GENDER DISCRIMINATION

On the following pages, you will find a series of questions requesting information about many different kinds of sex/gender discrimination that can occur on a college campus. "Sex discrimination is defined as behaviors or actions that deny or limit a person's ability to benefit from, and/or fully participate in the educational programs or activities or employment opportunities because of a person's sex. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or gender expression or not conforming to stereotypical notions of masculinity or femininity. All students (as well as other persons) at SUNY Cortland are protected by Title IX – regardless of their sex, sexual orientation, gender identity or expression, part- or full-time status, disability, race, or national origin – in all aspects of SUNY Cortland's educational programs and activities. Sex discrimination includes but is not limited to sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. The College also prohibits domestic violence, dating violence and stalking.

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

Gender Identity:*

Female Male Self-Identity

Please indicate your work group:*

- CSEA Clerical/Admin Support Staff & MC Classified
- CSEA Operational Support/Custodial, Grounds, Maintenance and Institutional Support
- UUP Professionals & PEF
- UUP Faculty & Librarians MC
- PBA of NYS University Police
- Prefer not to identify/Other

2A. School/area:

- Arts & Sciences Faculty Professional Studies Faculty Education Faculty
- Library
- Prefer not to identify/Other

2B. Division:

- Student Affairs Academic Affairs
- Institutional Advancement Finance and Management
- Prefer not to identify/Other

Employment status:

Full-time Part-time

Total number of years employed at SUNY Cortland: Less than 5 years

5-10 years

11-15 years

16-20 years

More than 20 years

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you personally agree or disagree with the item.

Cortland is a safe campus.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Faculty and Staff at SUNY Cortland treat students equally regardless of gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Faculty and Staff at SUNY Cortland treat each other equally regardless of gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have been harassed, pressured, or discriminated against because of my gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have been treated in an insensitive or inappropriate manner based on my gender. Strongly Agree

Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have feared for my physical safety on campus because of my gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim:

	Yes	No
sexual harassment	<input type="radio"/>	<input type="radio"/>
stalking	<input type="radio"/>	<input type="radio"/>
relationship violence	<input type="radio"/>	<input type="radio"/>
sexual violence (sexual assault/rape)	<input type="radio"/>	<input type="radio"/>

In the past year, I have personally experienced the following at SUNY Cortland:

	Yes	No
sexual harassment	<input type="radio"/>	<input type="radio"/>
stalking	<input type="radio"/>	<input type="radio"/>
relationship violence	<input type="radio"/>	<input type="radio"/>
sexual violence (sexual assault/rape)	<input type="radio"/>	<input type="radio"/>

In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?

Zero Once Twice Three or More Times

Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

If you witness, learn directly about, or experience sex discrimination (including sexual harassment, stalking, sexual assault/violence, and/or domestic or dating violence), where can you make a report? Check all that apply.

- UPD/other police agency
- Student Conduct
- Office Human Resources
- Title IX
- Student Affairs
- Counseling Center
- Student Health Service
- AVV (Aid to Victims of Violence)
- Residence Life & Housing
- Other, please specify

My awareness of gender discrimination, harassment and/or violence and campus grievance procedures has been broadened by: (check all that apply)

- Title IX Web site
- Institutional Brochures
- Personal Presentations/Trainings
- On-line training modules
- Supervisor staff meeting information
- Stickers in bathroom stalls
- News/Social Media
- Other, please specify

How would you rate the SUNY Cortland campus climate?

-
- Very Negative
 - Negative
 - Neither negative nor positive
 - Positive
 - Very Positive

COMMENTS

Please use this space to further explain any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

Campus Gender Climate Survey - Student Spring 2016

The Office of Civil Rights and the State University of New York mandate an annual campus climate check relative to Federal Title IX Compliance. This survey is being conducted by the CSEW-Gender Policies and Initiatives Council in an effort to assess the campus climate regarding gender and gender-related issues. Please take the time to fill out this brief survey by no later than MARCH 11, 2016.

Please indicate the response that best represents your answers. Space is provided at the end of the survey for additional comments. If for any reason you are unable to answer a particular item, please leave that item blank.

NOTE: The survey is confidential and anonymous, so please do not include your name anywhere on the document. Any data collected for any required reports will be compiled in aggregate form and all responses will be anonymous and non-identifying.

SEX/GENDER DISCRIMINATION

On the following pages, you will find a series of questions requesting information about many different kinds of sex/gender discrimination that can occur on a college campus. "Sex discrimination is defined as behaviors or actions that deny or limit a person's ability to benefit from, and/or fully participate in the educational programs or activities or employment opportunities because of a person's sex. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or gender expression or not conforming to stereotypical notions of masculinity or femininity. All students (as well as other persons) at SUNY Cortland are protected by Title IX – regardless of their sex, sexual orientation, gender identity or expression, part- or full-time status, disability, race, or national origin – in all aspects of SUNY Cortland's educational programs and activities. Sex discrimination includes but is not limited to sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. The College also prohibits domestic violence, dating violence and stalking.

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

1. Gender Identity:*

Female Male Self-Identity

2. Class year:

Freshman

Sophomore

Junior

Senior

Graduate

3. Student status:

Full-time

Part-time

School in which your program of study is housed:

Arts & Sciences

Education

Professional Studies Other

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you personally agree or disagree with the item.

Cortland is a safe campus.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Overall, there is positive acceptance at SUNY Cortland for all people regardless of gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Students at SUNY Cortland treat faculty and staff equally regardless of gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Students at SUNY Cortland treat each other equally regardless of gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have seen or heard insensitive or disparaging comments directed towards someone based on gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have been harassed, pressured, or discriminated against because of my gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have been treated in an insensitive or inappropriate manner based on my gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have feared for my physical safety on campus because of my gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

In the past year, I have witnessed the following at SUNY Cortland or learned about an instance directly from a victim:

	Yes	No
sexual harassment	<input type="radio"/>	<input type="radio"/>
stalking	<input type="radio"/>	<input type="radio"/>
relationship violence	<input type="radio"/>	<input type="radio"/>
sexual violence (sexual assault/rape)	<input type="radio"/>	<input type="radio"/>

In the past year, I have personally experienced the following at SUNY Cortland:

	Yes	No
sexual harassment	<input type="radio"/>	<input type="radio"/>
stalking	<input type="radio"/>	<input type="radio"/>
relationship violence	<input type="radio"/>	<input type="radio"/>
sexual violence (sexual assault/rape)	<input type="radio"/>	<input type="radio"/>

In the past year, how many times have you been in a situation in which you received unwanted sexual attention from faculty or staff?

Zero Once Twice Three or More Times

Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Based on your personal experiences and observations, how much do you agree or disagree: I believe people are discriminated against at SUNY Cortland based on gender.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

If you witness, learn directly about, or experience sex discrimination (including sexual harassment, stalking, sexual assault/violence, and/or domestic or dating violence), where can you make a report? Check all that apply.

- UPD/other police agency
- Student Conduct
- Office Human Resources
- Title IX
- Student Affairs
- Counseling Center
- Student Health Service
- AVV (Aid to Victims of Violence)
- Residence Life & Housing
- Other, please specify

My awareness of gender discrimination, harassment and/or violence and campus grievance procedures has been broadened by: (check all that apply)

- Title IX Web site
- Institutional Brochures
- Personal Presentations/Trainings
- On-line training modules
- Supervisor staff meeting information
- Stickers in bathroom stalls
- News/Social Media
- Other, please specify

How would you rate the SUNY Cortland campus climate?

-
- Very Negative
 - Negative
 - Neither negative nor positive
 - Positive
 - Very Positive

COMMENTS

Please use this space to further explain any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?