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Assessment · Planning · Intervention

New Jersey Institute of Technology

Learning, Living, and Working Climate Assessment

Final Report

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Executive Summary

History of the Project

This report provides the findings from the survey entitled “*Learning, Living, and Working Climate Assessment*,” conducted in fall 2021 at the New Jersey Institute of Technology (NJIT). In late 2020, NJIT contracted with Rankin & Associates Consulting, LLC (R&A) to conduct an institution-wide study. Twenty-three NJIT faculty, staff, students, and administrators formed the Campus Climate Working Group (CCWG), which worked with R&A to develop the survey instrument and promote the survey’s administration. In response to the COVID-19 pandemic, NJIT has worked to ensure the safety and well-being of all community members with targeted policies and processes that allowed the return to in-person activities in fall 2021.

All NJIT faculty, staff, and students were encouraged to complete the survey. Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories decided upon by the CCWG.¹ Where sample sizes were small, some responses choices were combined into larger categories to make comparisons between groups and to ensure respondents’ confidentiality. For example, the survey offered nine response choices for the question asking respondents about their racial/ethnic identity.² To run analyses and maintain respondents’ confidentiality, the CSWG collapsed some response choices to create seven categories: Asian/Asian American, Black, Indigenous/Pacific Islander (IPI), Latinx, Middle Eastern/North African (MENA), Multiracial, and White.

In addition to multiple-choice survey items, several open-ended questions provided respondents with opportunities to describe their experiences at NJIT. Comments were solicited to give “voice” to the quantitative findings and to highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the

¹ For Student respondents, the CCWG selected position status, gender identity, racial identity, first-generation/low-income status, sexual identity, and religious/spiritual identity. For Faculty and Staff respondents, the CCWG chose position status, gender identity, racial identity, sexual identity, disability status, and years of NJIT employment. Additionally, NJIT will receive the dataset in spring 2022, allowing the university to further explore the data to better understand community members’ experiences and, ultimately, improve the campus climate.

² Response choices were Alaska Native/American Indian/Native American/Indigenous, Asian/Asian American, Black/African American, Hispanic/Latinx/Chicanx, Middle Eastern/North African, Native Hawaiian, Pacific Islander, White/European American, and a racial/ethnic identity not listed here.

quantitative findings while others repeat what the quantitative findings note; all are important data.

One thousand eight hundred sixty (1,860) surveys were returned for a 14% overall response rate. Table 1 provides the percentages of survey respondents—based on selected demographic characteristics—that comprised the sample. Of the respondents, 67% ($n = 1,243$) of the sample were Undergraduate Students, 10% ($n = 178$) were Graduate/Professional Students and Post-Doctoral Scholars/Fellows (Graduate Student/Post-Docs), 6% ($n = 116$) were Faculty/Instructional Staff members, and 17% ($n = 323$) were Staff members. Table 2 in the full report shows how the sample compares to NJIT’s population data.

Table 1. NJIT Sample Demographics

Characteristic	Group	<i>n</i>	% of Sample
Position status	Undergraduate Student	1,243	66.8
	Graduate Student/Post-Doc	178	9.4
	Faculty/Instructional Staff	116	6.3
	Staff	323	17.4
Gender identity	Women	766	41.2
	Men	1,016	54.6
	Trans-spectrum/Another	38	2.0
	Missing	40	2.2
Racial/ethnic identity	Asian/Asian American	498	26.8
	Black/African American/African	192	10.3
	Indigenous and Pacific Islander	6	0.3
	Latinx/Hispanic	279	15.0
	Middle Easter/North African	93	5.0
	Multiracial	149	8.0
	White/European American	541	29.1
	Missing/Another/Unknown	102	5.5

Table 1. NJIT Sample Demographics

Characteristic	Group	<i>n</i>	% of Sample
Sexual identity	Queer-spectrum	139	7.5
	Asexual	61	3.3
	Bisexual	125	6.7
	Heterosexual	1,343	72.2
	Missing/Another	192	10.3
Disability status (all respondents)	Single Disability	122	6.6
	No Disability	1,634	87.8
	Multiple Disabilities	72	3.9
	*Missing/Unknown	32	1.7
Disability status (employees only)	One or More Disabilities	45	10.3
	No Disability	384	87.5
	Missing	10	2.3
Religious/spiritual affiliation	Christian Affiliation	728	39.1
	Non-Christian Affiliation (<i>n</i> ≥ 10) responses	408	21.9
	<i>Hindu</i>	208	11.2
	<i>Muslim</i>	143	7.7
	<i>Jewish</i>	59	3.2
	<i>Buddhist</i>	20	1.1
	<i>Sikh</i>	16	0.9
	<i>Secular Humanist</i>	10	0.5
	Multiple Affiliations	95	5.1
	No Affiliation	505	27.2
Missing	124	6.7	

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

*210 respondents indicated that they had a condition/disability that influences their learning, living, or working activities. Of those respondents, 16 did not complete the follow-up question asking which conditions they had that affected their learning, living, or working activities and we recoded as “Unknown” in the collapsed categories for the disability variable.

Following are the highlighted findings from the report. More information is available for each finding in the full narrative. Overall, the findings both parallel the findings of other climate studies and the experiences offered in the literature of historically excluded constituent groups.³

³ Guiffrida et al. (2008); S. R. Harper & Hurtado (2007); S. R. Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

Comfort With Campus, Workplace, and Classroom Climate at NJIT

Research on campus climate⁴ generally has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation and/or low-income students, queer-spectrum and/or trans-spectrum individuals, and veterans).⁵ Several of these groups at NJIT indicated on the survey that they were less comfortable than their majority counterparts with the climates of the campus, their workplace, and their classrooms.

Most survey respondents were “very comfortable” or “comfortable” with the overall climate at NJIT (70%, $n = 1,299$, p. 68), with the climate in their academic units (61%, $n = 71$, p. 68), with the climate in their divisions (65%, $n = 204$, p. 68), with the climate regarding day-to-day interactions in their work unit (75%, $n = 240$, p. 68), and with the classroom climate at NJIT (69%, $n = 1,050$, p. 69). However, Student respondents and Staff respondents were significantly more “comfortable” with the overall environment than were Faculty/Instructional Staff respondents (p. 69). In addition, differences emerged by gender identity. Men respondents were significantly more comfortable with the overall NJIT climate than were Women respondents (p. 71), and Men Staff respondents were significantly more comfortable with the climate in their divisions than were Women Staff respondents (p. 73). Analyses by racial identity revealed a number of distinctions, with specific People of Color groups feeling less comfortable with the overall climate (p. 75), the climate regarding staff members’ day-to-day interactions in their work unit (p. 77), and the classroom climate (p. 78). By sexual identity, Bisexual respondents were significantly less comfortable with the overall NJIT climate than were their counterparts (p. 80), and Queer-spectrum Faculty/Instructional Staff and Student respondents were significantly less comfortable with the classroom climate at NJIT than were their Heterosexual peers (p. 81). Further, distinctions emerged by disability and first-generation status, where Respondents with Multiple Disabilities and First-Generation Student respondents were less comfortable with of the overall NJIT climate than were Respondents with No Disability (p. 82) and Not-First-Generation

⁴ Climate is defined as “the current attitudes, behaviors, and standards, and practices of employees and students in an institution” (Rankin & Reason, 2008, p. 264).

⁵ Garvey et al. (2015); Goldberg et al. (2019); S. R. Harper & Hurtado (2007); Jayakumar et al. (2009); D. R. Johnson (2012); Means & Pyne (2017); Soria & Stebleton (2013); Rankin (2003); Rankin & Reason (2005); Walpole et al. (2014)

Student respondents (p. 85). Similar patterns were noted for respondents' levels of comfort with the classroom climate (p. 83 and p. 86).

Faculty/Instructional Staff Respondents – Views About Faculty/Instructional Work

Tenured/Tenure-Track Faculty

Tenured/Tenure-Track Faculty respondents indicated that NJIT valued research (74%, $n = 55$, p. 148) and teaching (51%, $n = 37$, p. 148).

Instructional Staff

Instructional Staff respondents held diverse perspectives about their work at NJIT. Over three-fourths of Instructional Staff respondents felt that NJIT valued research (78%, $n = 32$, p. 153) and half indicated that NJIT valued teaching (50%, $n = 20$, p. 153).

All Faculty/Instructional Staff

Seventy percent ($n = 79$) of Faculty/Instructional Staff respondents felt that health insurance benefits were competitive, and over half felt that retirement/supplemental benefits were competitive (54%, $n = 60$, p. 156). Additionally, just over half of all Faculty/Instructional Staff respondents indicated that they would recommend NJIT as a good place to work (52%, $n = 59$, p. 157).

Staff Respondents – Views About Staff Work

Staff respondents also held various views about working at NJIT. For example, Staff respondents felt their supervisors (61%, $n = 196$, p. 163) and coworkers/colleagues (69%, $n = 223$, p. 163) gave them job/career advice or guidance when they needed it. Sixty-nine percent ($n = 217$) of Staff respondents indicated that their supervisors provided adequate support for them to manage work-life balance (p. 166), and almost three-quarters (71%, $n = 225$, p. 169) of Staff respondents agreed that they were given a reasonable time frame to complete assigned responsibilities. Slightly more than half of Staff respondents felt that NJIT (55%, $n = 174$, p. 172) and their supervisors (53%, $n = 168$, p. 172) provided them with resources to pursue training/professional development opportunities and that NJIT (58%, $n = 181$, p. 172) and their supervisors (61%, $n = 192$, p. 173) were supportive of their taking leave. Regarding benefits, 71% ($n = 221$, p. 175) of Staff respondents agreed that vacation and personal time benefits were competitive, 67% ($n = 210$, p. 176)

agreed that health insurance benefits were competitive, and 52% ($n = 165$, p. 176) indicated that retirement/supplemental benefits were competitive. Sixty percent ($n = 190$, p. 178) of Staff respondents would recommend NJIT as a good place to work. Some findings suggested that Staff respondents with disabilities, Staff respondents who had been employed at NJIT longer, Salary Staff respondents, People of Color Staff respondents, and Women Staff respondents had less positive perceptions than did their peers.

Student Respondents – Attitudes About Academic Experiences

The ways in which students perceive and experience their campus climate influences their performance and success in college.⁶ Similar to Faculty and Staff, Student respondents held diverse perceptions of their experiences at NJIT. For example, half of Student respondents “strongly agreed” or “agreed” that they had faculty (52%, $n = 718$, p. 207) and staff (49%, $n = 676$, p. 207) whom they perceived as advocates. About two-thirds of Student respondents felt valued by staff (62%) and by faculty (67%) and students in the classroom (65%). Across items, findings suggested that Student of Color respondents, first-generation/low-income Student respondents, and certain Queer-spectrum Student respondents had less positive views than did their peers.

In general, Graduate Student/Post-Doc respondents viewed their NJIT experiences favorably. Seventy-six percent ($n = 135$) of Graduate Student/Post-Doc respondents were satisfied with the quality of advising they received from their departments (p. 218). Additionally, the majority of Graduate Student/Post-Doc respondents felt that they had adequate access to their advisors (81%, $n = 144$, p. 218), that their advisors provided clear expectations (73%, $n = 128$, p. 218), that they received support from their advisors to pursue personal research interests (69%, $n = 122$, p. 218), and that they felt comfortable sharing their professional goals with their advisors (82%, $n = 144$, p. 219).

Over three-fourths of Graduate Student/Post-Doc respondents indicated that their advisors (87%, $n = 154$, p. 218), department faculty members (81%, $n = 144$, p. 219),

⁶ For a review of extant literature, see Mayhew et al. (2016) and Pascarella & Terenzini (2005).

department staff members (82%, $n = 145$, p. 219), and the Office of Graduate Studies (74%, $n = 130$, p. 219) responded to their emails, calls, or voicemails in a prompt manner. The majority of Graduate Student/Post-Doc respondents felt that the Office of Graduate Studies clearly communicated policies and procedures for graduate students (79%, $n = 140$, p. 219) and opportunities for internal and external funding (67%, $n = 119$, p. 219). Additionally, most Graduate Student/Post-Doc respondents felt that adequate opportunities existed for them to interact with other university faculty outside of their departments (60%, $n = 105$, p. 219), that their department faculty members encouraged them to produce publications and present research (68%, $n = 120$, p. 219), and that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research (60%, $n = 107$, p. 220).

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

Several empirical studies reinforce the importance of non-discriminatory environments for positive learning and developmental outcomes.⁷ Research also underscores the relationship between hostile workplace climates and subsequent productivity.⁸ Further, scholars have explored Black and Latinx student populations' experiences with microaggressions.⁹ Campus climate research specific to women faculty revealed experiences of gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments.¹⁰

Fourteen percent ($n = 258$, p. 91) of NJIT respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Of these respondents, 24% ($n = 61$) suggested that the conduct was based on their position status at NJIT, 23% ($n = 60$)

⁷ Dugan et al. (2012); Garvey et al. (2018); Hurtado & Ponjuan (2005); Kim & Hargrove (2013); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)

⁸ Bilimoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); Garcia (2016); Hirshfield & Joseph (2012); S. J. Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)

⁹ Mills (2020); Yosso et al. (2009)

¹⁰ Grant & Ghee (2015)

indicated that the conduct was based on their gender/gender identity, and 21% ($n = 54$) noted that the conduct was based on their racial identity (p. 92).

Differences Based on Position Status, Gender Identity, and Racial Identity

- By position status, a higher percentage of Faculty/Instructional Staff respondents (36%, $n = 42$) than Staff respondents (22%, $n = 69$) and Student respondents (10%, $n = 147$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct in the past two years. Additionally, a statistically greater percentage of Staff respondents (22%, $n = 69$) than Student respondents (10%, $n = 147$) indicated that they had experienced this conduct (p. 92).
 - A higher percentage of Staff respondents (38%, $n = 26$) than Student respondents (18%, $n = 26$) suggested that the conduct was based on their position status (Faculty/Instructional Staff respondents [21%, $n = 9$] were not statistically different from the other groups) (p. 92).
- By gender identity, a higher percentage of Women respondents (18%, $n = 138$) than Men respondents (10%, $n = 102$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past two years (p. 94).
 - A greater percentage of Women respondents (38%, $n = 52$) than Men respondents ($n < 5$) who had experienced this conduct indicated that the conduct was based on their gender identity (p. 94).
- By racial identity, higher percentages of Multiracial respondents (18%, $n = 27$), Black respondents (17%, $n = 32$), and White respondents (17%, $n = 92$) than Asian respondents (8%, $n = 40$) indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past two years (Latinx respondents [12%, $n = 33$] and MENA¹¹ respondents [5%, $n = 5$] were not statistically different from the other groups) (p. 95).
 - A higher percentage of Black respondents (69%, $n = 22$) than Asian respondents (13%, $n = 5$), Latinx respondents ($n < 5$), White respondents (8%, $n = 7$), and Multiracial respondents (30%, $n = 8$) who had

¹¹ Middle Eastern/North African

experienced such conduct indicated that the conduct was based on their racial identity (p. 95).

- A higher percentage of Multiracial respondents (30%, $n = 8$) than White respondents (8%, $n = 7$) indicated that the conduct was based on their racial identity (MENA respondents [$n < 5$] were not statistically different from the other groups) (p. 95).

Respondents Who Seriously Considered Leaving NJIT

Campus climate research has demonstrated the effects of campus climate on faculty and student retention.¹² Research specific to student experiences has found that sense of belonging is integral to student persistence and retention.¹³ Noteworthy percentages of NJIT respondents indicated that they seriously considered leaving NJIT.

Faculty/Instructional Staff Respondents

Fifty-three percent ($n = 61$) of Faculty/Instructional Staff respondents had seriously considered leaving NJIT (p. 186). Forty-three percent ($n = 26$) of Faculty/Instructional Staff respondents who seriously considered leaving did so because of institutional support (e.g., technical support, laboratory space/equipment) and a lack of sense of belonging (p. 188). A higher percentage of Tenured/Tenure-Track Faculty respondents (62%, $n = 46$) than Instructional Staff respondents (36%, $n = 15$) seriously considered leaving the institution, and a higher percentage of Women Faculty/Instructional Staff respondents (61%, $n = 28$) than Men Faculty/Instructional Staff respondents (41%, $n = 24$) seriously considered leaving NJIT (p. 189). Faculty/Instructional Staff comments suggested that they seriously considered leaving NJIT because of their perceived lack of leadership at NJIT.

Staff Respondents

Fifty-eight percent ($n = 186$) of Staff respondents had seriously considered leaving NJIT (p. 186). Forty-nine percent ($n = 91$) of Staff respondents who seriously considered

¹² Blumenfeld et al. (2016); Gardner (2013); Garvey & Rankin (2018); D. R. Johnson et al. (2014); Kutscher & Tuckwiller (2019); Lawrence et al. (2014); Pascale (2018); Ruud et al. (2018); Strayhorn (2013); Walpole et al. (2014)

¹³ Booker (2016); García & Garza (2016); Hausmann et al. (2007)

leaving did so because of limited opportunities for advancement, and 40% ($n = 75$) seriously considered leaving because they felt they were underpaid (p. 186). A higher percentage of Salary Staff respondents (61%, $n = 180$) than Hourly Staff respondents (21%, $n = 6$) seriously considered leaving NJIT, and a higher percentage of Women Staff respondents (62%, $n = 121$) than Men Staff respondents (48%, $n = 53$) seriously considered leaving the institution (p. 187).

Qualitative analysis of comments revealed that Staff respondents cited compensation as a reason they had seriously considered leaving NJIT. They also reported having limited career advancement opportunities at NJIT and suggested that they considered leaving NJIT for a position that allows for a more flexible work schedule (p. 190).

Student Respondents

Twenty-seven percent ($n = 329$) of Undergraduate Student respondents and 19% ($n = 34$) of Graduate Student/Post-Doc respondents had seriously considered leaving NJIT (p. 222). Subsequent analyses for Undergraduate Student respondents and Graduate Student/Post-Doc respondents revealed differences by racial identity, religious/spiritual affiliation, and first-generation/low-income status. Specifically, higher percentages of Black Undergraduate Student respondents (35%, $n = 39$) and White Undergraduate Student respondents (32%, $n = 96$) than Asian Undergraduate Student respondents (19%, $n = 67$) seriously considered leaving the institution (Latinx Undergraduate Student respondents [22%, $n = 52$], MENA Undergraduate Student respondents [20%, $n = 16$], and Multiracial Undergraduate Student respondents [29%, $n = 37$] were not statistically different from the other groups) (p. 222). Thirty-four percent ($n = 13$) of No Religious Affiliation Graduate Student/Post-Doc respondents, compared with 15% ($n = 19$) of Religious Affiliation Graduate Student/Post-Doc respondents, seriously considered leaving the institution (p. 223). Lastly, a higher percentage of First-Generation/Low-Income Graduate Student/Post-Doc respondents (33%, $n = 12$) than Not-First-Generation/Low-Income Graduate Student/Post-Doc respondents (16%, $n = 22$), seriously considered leaving NJIT (p. 223).

Forty-seven percent ($n = 155$) of Undergraduate Student respondents who seriously considered leaving did so because they did not like the way classes were taught. Forty-two percent ($n = 139$) of Undergraduate Student respondents who seriously considered leaving did so because they lacked a social life at NJIT (p. 223). Forty-four percent ($n = 15$) of those Graduate Student/Post-Doc respondents who seriously considered leaving did so owing to academic reasons, 35% ($n = 12$) seriously considered leaving because of the commute, and 35% ($n = 12$) indicated that they seriously considered leaving for financial reasons (p. 224).

Six themes emerged from analysis of Undergraduate Student respondents' comments: the high degree of academic rigor, various opinions about the COVID-19 vaccine and mask mandates, the lack of social life at NJIT, financial stress, "inadequate" teaching, and contemplation about changing a major to one not available at NJIT (p. 226).

Respondents' *Sense of Belonging*

Campus climate influences individuals' sense of belonging within social and academic institutional environments.¹⁴ Sense of belonging can be defined as one's perceived social support on campus, feeling or sensation of connectedness, the experience of mattering, or importance to the campus community or others on campus.¹⁵ A confirmatory factor analysis was conducted on the *Sense of Belonging* scale derived from Questions 105, 108, and 109 on the survey, and higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at NJIT. Using this scale, analyses revealed the following:

- For Faculty/Instructional Staff respondents, no significant differences emerged by position status, gender identity, racial identity, years of employment, sexual identity, or disability status on *Faculty/Instructional Staff Sense of Belonging* (p. 159).
- For Staff respondents, no significant differences emerged by position status, gender identity, racial identity, years of employment, sexual identity, or disability status on *Staff Sense of Belonging* (p. 180).

¹⁴ Museus et al. (2017); Rankin & Reason (2005); Strayhorn (2012, 2013)

¹⁵ Strayhorn (2012)

- Analyses by student position status, gender identity, racial identity, sexual identity, religious/spiritual affiliation, and first-generation/low-income status indicated that Graduate Student/Post-Doc respondents had higher *Student Sense of Belonging* scores than did Undergraduate Student respondents. Analyses also suggested that Asian Student respondents had higher *Student Sense of Belonging* scores than Black Student respondents and White Student respondents; that Latinx Student respondents had higher *Student Sense of Belonging* scores than Black Student respondents; and that MENA Student respondents had higher scores than Black Student respondents. Lastly, the results suggested that Non-Christian Affiliation Student respondents had higher *Student Sense of Belonging* scores than Christian Student respondents and that Non-Christian Affiliation Student respondents had higher *Student Sense of Belonging* scores than No Religious Affiliation Student respondents (p. 201).

Challenges and Opportunities Related to Campus Climate

Staff Respondents

Staff responses indicated that they regarded some of their experiences at NJIT as less than ideal. For example, 42% ($n = 133$) of Staff respondents felt that the performance evaluation process was productive (p. 165). Less than one-third (30%, $n = 97$) felt that NJIT provided adequate support to help them manage work-life balance (p. 166).

Additionally, thirty-eight percent ($n = 122$, p. 167) of Staff respondents felt as though they were asked to perform work outside of their current job description, 27% ($n = 87$, p. 167) felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations, and 39% ($n = 125$, p. 167) believed that they performed more work than colleagues with similar performance expectations. Over half of Staff respondents (52%, $n = 166$) indicated that their workload increased without additional compensation owing to other staff departures or long-term staff member absence (p. 169), and approximately one-third (34%, $n = 108$) of Staff respondents felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours (p. 169).

Forty-six percent ($n = 148$) of Staff respondents agreed that an informal hierarchy existed within staff positions that allowed some voices to be valued more than others (p. 169). Additionally, less than half of all Staff respondents felt their opinions were valued by NJIT committees (40%, $n = 126$, p. 177), NJIT faculty (25%, $n = 79$, p. 177), and senior administrators (35%, $n = 109$) (p. 177).

Regarding benefits and work schedules, approximately half of Staff respondents (44%, $n = 138$, p. 174) felt that NJIT was not supportive of flexible work schedules, and 35% ($n = 109$, p. 175) felt that staff salaries were not competitive. Also, less than half of Staff respondents (40%, $n = 127$) felt positive about their career opportunities at NJIT (p. 178), and over one-third of Staff respondents (35%, $n = 109$) indicated that clear procedures on how they could advance at NJIT did not exist (p. 177). Lastly, 27% ($n = 85$) of Staff respondents indicated that they had observed unjust hiring practices, 24% ($n = 74$) of Staff respondents indicated that they had observed unjust employment-related discipline or action, and 29% ($n = 122$) of Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.

Faculty/Instructional Staff Respondents

Findings suggested that Faculty/Instructional Staff respondents met several challenges at the institution. For example, 43% ($n = 32$, p. 147) of Tenured/Tenure-Track Faculty respondents felt that tenure standards were not applied equally to faculty across the university. Less than half of Tenured/Tenure-Track Faculty respondents felt supported and mentored during the tenure-track years (35%, $n = 33$, p. 147) and that NJIT faculty who qualify for delaying their tenure-clock felt empowered to do so (44%, $n = 32$, p. 147). In addition, 38% ($n = 28$, p. 148) of Tenured/Tenure-Track Faculty respondents disagreed that NJIT valued their service contributions, and 36% ($n = 26$, p. 149) felt burdened by service responsibilities beyond those of their colleagues. Almost half (47%, $n = 34$) of Tenured/Tenure-Track Faculty respondents indicated that they performed more work to help students than did their colleagues (p. 149).

Additional areas of potential improvement were reflected in findings such as the percentage of Instructional Staff respondents who felt burdened by service

responsibilities beyond those of their colleagues with similar performance expectations (33%, $n = 14$, p. 153), those who indicated that they performed more work to help students than their colleagues (45%, $n = 19$, p. 154), those who felt pressured to do extra work that was uncompensated (37%, $n = 15$, p. 154), and those who disagreed that salaries for instructional staff positions at their rank were competitive (61%, $n = 25$, p. 154). Also, only 34% ($n = 14$) of Instructional Staff respondents felt supported and mentored (p. 152).

Challenges and opportunities emerged related to both shared governance and senior administrators. For example, only 33% ($n = 24$) of Tenured/Tenure-Track Faculty respondents felt that senior administrators took faculty opinions seriously (p. 150). Nearly half of these Faculty respondents (44%, $n = 32$) believed that the senior administration did not abide by shared governance, soliciting input from relevant constituent groups before making decisions (p. 151). Approximately one-third of Tenured/Tenure-Track Faculty respondents (32%, $n = 24$) did not feel that the Faculty Senate was an effective advocate for faculty concerns (p. 150), and nearly half of Instructional Staff respondents (45%, $n = 18$) indicated that the Faculty Senate did not adequately address instructional staff interests and concerns (p. 154). Further, 45% ($n = 19$) of Instructional Staff respondents disagreed that shared governance committees valued instructional staff opinions (p. 154).

Among all Faculty/Instructional Staff respondents, 40% ($n = 44$) did not feel as though NJIT provided adequate resources to help them manage work-life balance (p. 156). Professional development and resource availability also appeared to be challenges. Approximately half of Faculty/Instructional Staff respondents (44%, $n = 49$) disagreed that NJIT provided them with resources for research, scholarship, and creative output for professional development (p. 156). Thirty-eight percent ($n = 43$) of Faculty/Instructional Staff respondents indicated that NJIT did not provide them with resources for teaching professional development (p. 156). Also, less than half of Faculty/Instructional Staff respondents (47%, $n = 53$) felt positive about their career opportunities at NJIT (p. 157). Lastly, 32% ($n = 37$) of Faculty/Instructional Staff respondents indicated that they had observed unjust hiring practices, 20% ($n = 23$) of Faculty/Instructional Staff respondents

indicated that they had observed unjust employment-related discipline or action, and 27% ($n = 31$) of Faculty/Instructional Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.

Student Respondents

Analyses of Student survey responses revealed several areas for potential improvement. For example, less than half (49%, $n = 676$) of Student respondents had staff whom they perceived as advocates (p. 207). Additional analyses revealed that Undergraduate Student respondents and Black Student respondents were less likely than some of their peers to indicate that they had staff advocates (p. 207). Over one quarter (27%, $n = 368$) of Student respondents felt that faculty prejudged their abilities based on their perception of their identity/background, with a gap emerging for First-Generation/Low-Income students (p. 207).

Some Student respondents felt that their English-speaking skills (16%, $n = 217$) and their English-writing skills (17%, $n = 238$) limited their ability to be successful at the institution (pp. 210–212). In both regards, significant differences emerged by student position status, gender identity, racial identity, sexual identity, religious/spiritual affiliation, and first-generation/low-income status, with minoritized student populations more commonly holding these perspectives.

Student Respondents' *Perceived Academic Success*

How students perceive their academic success often contributes to their decision to persist in higher education. Research indicates that when students experience an unwelcoming college climate, they also experience a decline in persistence and academic performance.¹⁶ A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 13 on the survey. Using this scale, analyses revealed:

- A significant difference existed in the overall test for means for Student respondents by student position status, racial identity, and religious/spiritual

¹⁶ Allen & Alleman (2019); Booker (2016); D. R. Johnson (2012); Kim & Hargrove (2013); Kutscher & Tuckwiller (2019); Reynolds et al. (2010)

affiliation on *Perceived Academic Success*. Findings indicated that Graduate Student/Post-Doc respondents were more likely than their Undergraduate Student counterparts to perceive themselves as academically successful. Additionally, Asian Undergraduate Student respondents had higher *Perceived Academic Success* scores than did Black Undergraduate Student respondents, and White Graduate Student/Post-Doc respondents had higher *Perceived Academic Success* scores than Multiracial Graduate Student/Post-Doc respondents. Lastly, Non-Christian Affiliation Undergraduate Student had higher *Perceived Academic Success* scores than did No Religious Affiliation Undergraduate Student respondents (p. 195).

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

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

- 6% ($n = 119$) of respondents indicated that they had experienced unwanted sexual contact/conduct (defined separately below) while at NJIT (p. 122).
 - 1% ($n = 14$) experienced relationship violence (e.g., ridiculed, controlling, hitting, p. 123).
 - 3% ($n = 52$) experienced stalking (e.g., following me, on social media, texting, phone calls, p. 123).
 - 4% ($n = 67$) experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, obscene images/videos, sexual harassment, p. 128).
 - 1% ($n = 20$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, p. 135).
- Respondents identified acquaintances/friends, current or former dating/intimate partners, NJIT students, and strangers as sources of unwanted sexual contact/conduct (pp. 123–137).

- Most respondents did not report the unwanted sexual contact/conduct (pp. 123–139).

Student Financial Hardship

Thirty-nine percent ($n = 548$) of Student respondents indicated they experienced financial hardship while attending NJIT (p. 59). Of those Student respondents, several had difficulty affording tuition (63%, $n = 347$), books/course materials (53%, $n = 290$), food (36%, $n = 198$), and housing (34%, $n = 186$).

NJIT's Initiatives

The survey asked respondents to indicate if they believed certain initiatives currently were available at NJIT and how each initiative does or would influence the climate. Examples of overall findings are presented below. For each result, most respondents felt that the initiative does or would positively influence the campus climate; however, respondents were not always certain whether an initiative was available at NJIT. A complete overview of findings related to institutional actions is provided on pages 231–250 of the report.

Examples of Findings for Student Respondents

- 64% ($n = 762$) of Student respondents thought that effective academic advising was available, and 86% ($n = 913$) of Student respondents thought that it did or would positively influence the NJIT climate (p. 247).
- 49% ($n = 584$) of Student respondents thought that effective faculty mentorship of students was available, and 83% ($n = 880$) of Student respondents thought that it did or would positively influence the NJIT climate (p. 247).
- 48% ($n = 578$) of Student respondents thought that a process to address student complaints of bias by faculty/staff in learning environments was available, and 82% ($n = 881$) of Student respondents thought that it did or would positively influence the NJIT climate (p. 245).
- 47% ($n = 567$) of Student respondents thought that opportunities for cross-cultural dialogue among students were available, and 81% ($n = 858$) of Student respondents thought that such opportunities did or would positively influence the NJIT climate (p. 245).

- 41% ($n = 487$) of Student respondents thought that opportunities for cross-cultural dialogue among faculty, staff, and students were available, and 80% ($n = 850$) of Student respondents thought that such opportunities did or would positively influence the NJIT climate (p. 246).

Examples of Findings for Faculty/Instructional Staff Respondents

- 46% ($n = 50$) of Faculty/Instructional Staff respondents thought that mentorship for new faculty was available, and 90% ($n = 86$) of Faculty/Instructional Staff respondents thought that it did or would positively influence the NJIT climate (p. 233).
- 25% ($n = 26$) of Faculty/Instructional Staff respondents thought that fair processes to resolve conflicts were available, and 88% ($n = 81$) of Faculty/Instructional Staff respondents thought that such processes did or would positively influence the NJIT climate (p. 234).
- 28% ($n = 30$) of Faculty/Instructional Staff respondents thought that clear processes to resolve conflicts was available, and 87% ($n = 80$) of Faculty/Instructional Staff respondents thought that such processes did or would positively influence the NJIT climate (p. 233).
- 60% ($n = 64$) of Faculty/Instructional Staff respondents thought that access to counseling for people who have experienced harassment was available, and 87% ($n = 80$) of Faculty/Instructional Staff respondents thought that it did or would positively influence the NJIT climate (p. 233).
- 7% ($n = 7$) of Faculty/Instructional Staff respondents thought that affordable childcare was available, and 84% ($n = 77$) of Faculty/Instructional Staff respondents thought that it did or would positively influence the NJIT climate (p. 235).
- 49% ($n = 52$) of Faculty/Instructional Staff respondents thought that tenure clock flexibility was available, and 83% ($n = 78$) of Faculty/Instructional Staff respondents thought that it did or would positively influence the NJIT climate (p. 231).

Examples of Findings for Staff Respondents

- 65% ($n = 199$) of Staff respondents thought that access to counseling for people who have experienced harassment was available, and 91% ($n = 248$) of Staff respondents thought that it did or would positively influence the NJIT climate (p. 238).
- 37% ($n = 111$) of Staff respondents thought that clear processes to resolve conflicts were available, and 91% ($n = 240$) of Staff respondents thought that such processes did or would positively influence the NJIT climate (p. 239).
- 35% ($n = 104$) of Staff respondents thought that fair processes to resolve conflicts were available, and 90% ($n = 231$) of Staff respondents thought that such processes did or would positively influence the NJIT climate (p. 240).
- 39% ($n = 119$) of Staff respondents thought that career development opportunities for staff were available, and 90% ($n = 236$) of Staff respondents thought that such opportunities did or would positively influence the NJIT climate (p. 240).
- 47% ($n = 146$) of Staff respondents thought that supervisory training for supervisors/managers was available, and 88% ($n = 243$) of Staff respondents thought that it did or would positively influence the NJIT climate (p. 238).

Conclusion

In some regards, NJIT climate findings¹⁷ were consistent with those found in higher education institutions across the country, based on the work of Rankin & Associates Consulting, LLC.¹⁸ For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” A comparable percentage (70%) of NJIT respondents indicated that they were “very comfortable” or “comfortable” with the overall climate at NJIT (p. 68). Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At NJIT, a lower percentage of respondents (14%) indicated that they personally had experienced exclusionary,

¹⁷ Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹⁸ Rankin & Associates Consulting (2021)

intimidating, offensive, and/or hostile conduct (p. 91). The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹⁹

Prior research reveals that:

Student body diversity in institutions of higher education is important not only for improving the economic and educational opportunities for underrepresented students, but also for the social, academic, and societal benefits that diversity presents for all students and communities. Diverse learning environments help students sharpen their critical thinking and analytical skills; prepare students to succeed in an increasingly diverse and interconnected world; break down stereotypes and reduce bias; and enable schools to fulfill their role in opening doors for students of all backgrounds.²⁰

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

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

¹⁹ Guiffrida et al. (2008); S. R. Harper & Hurtado (2007); S. R. Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

²⁰ United States Department of Education, Office of Planning, Evaluation, and Policy Development and Office of the Under Secretary (2016, p. 5)

Introduction

History of the Project

NJIT affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. Further, diversity and inclusion engender academic engagement where teaching, learning, living, and working take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

NJIT also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in NJIT mission and values statement, “Civility: We treat each other with respect and with dignity.... Diversity: We celebrate the inclusiveness of our university community and are sensitive to cultural and personal differences. We do not tolerate discrimination in any form.”²¹ The senior administration at NJIT recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff to better understand the current campus climate and to use that as a foundation for building on NJIT’s strengths while focusing on opportunities for growth and change. During fall 2021, NJIT conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In fall 2020, NJIT contracted with Rankin & Associates Consulting, LLC (R&A) to conduct a campus-wide study entitled “*Learning, Living, and Working Climate Assessment*.” Members of NJIT formed the Campus Climate Working Group (CCWG), which was composed of faculty, staff, students, and administrators, and the group was tasked with developing a campus-wide survey instrument and promoting the survey’s administration between October 5, 2021, and November 12, 2021. In spring 2022, R&A will present the information gathered from the campus-wide survey in a community town hall. Following the results presentations, R&A will

²¹ <https://www.njit.edu/about/our-mission-values>

facilitate actions forums to assist the NJIT community in developing action items based on these findings.

The COVID-19 pandemic forced colleges and universities to enact a variety of safety measures intended to protect the health and well-being of their communities during the 2020–2021 academic year, where NJIT offered in person and remote learning and working. During survey administration in the fall 2021 semester, NJIT students, faculty, and staff had returned to face-to-face learning and working environments, and the institution held remote final exams in December 2021. This study therefore represents a snapshot of the campus climate during the impact of COVID-19, and the pandemic’s progression certainly contributed to the campus, community, and national discourse during the survey period.

Project Design and Campus Involvement

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

The CCWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for NJIT that would reveal the various dimensions of power and privilege that shaped the campus experience. The NJIT survey queried various campus constituent groups about their experiences and perceptions regarding the academic and campus environment for students, the workplace environment for faculty and staff,

employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, and accessibility and disability services.

Foundation of Campus Climate Research and Assessment

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

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

Definition of Campus Climate

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

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

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

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

Influence of Climate on Faculty, Staff, and Students

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

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

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

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

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

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

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

Faculty and Campus Climate

Campus climate actively shapes the experiences of faculty, particularly related to professional success, sense of belonging, and perceptions of professional development opportunities and

collegial and administrative support. Most research regarding faculty and campus climate examines the impact of racial identity, sexual identity, and/or gender identity on faculty perceptions and experiences. A summary of the literature is offered below.²²

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

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

Relatedly, when only taking gender into consideration, campus climate research specific to women faculty revealed experiences with gender discrimination, professional isolation, lack of

²² For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

work-life balance, and disproportionate service expectations within campus environments (Grant & Ghee, 2015). Compared with their male colleagues, these experiences resulted in higher rates of institutional departure among women faculty (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and support as primary contributors to their experiences of "chilly" departmental climates. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152).

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

With respect to sexual and gender identity, campus climate researchers have examined the hostile and exclusionary institutional settings that queer-spectrum²³ and trans-spectrum faculty experienced within higher education. According to Bilimoria and Stewart (2009), failure to hide one's queer or transgender identity may result in unwanted scrutiny and alienation from fellow faculty members. As a result, queer-spectrum faculty reported feeling compelled to maintain secrecy regarding their identities. Dozier (2015) specifically identified prejudicial comments, invalidation of LGBT-related research and cultures, and social exclusion at the department level as the basis for hostile climates and reports of low job satisfaction for "out" gay and lesbian faculty. Blumenfeld et al. (2016) and Rankin et al. (2010) identified campus climate, specifically

²³ Rankin & Associates Consulting uses the term "queer-spectrum" in materials to identify non-heterosexual sexual identities. Identities may include lesbian, gay, bisexual, queer, asexual, pansexual, and/or polysexual as well as other sexual identities. R&A uses "trans-spectrum" as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include transgender, gender nonbinary, gender-queer, and/or agender, in addition to other non-cis-gender identities.

feelings of hostility and isolation, as significant factors in the desire among queer-spectrum and trans-spectrum faculty members to leave an institution. From an examination of institutional geography, Garvey and Rankin (2018) found that queer-spectrum and trans-spectrum faculty also were more likely to seriously consider leaving an institution that was located in a small town and/or rural environment. For queer-spectrum faculty, hostile campus climates can result in isolation, poor job satisfaction, and a desire to leave.

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

Staff and Campus Climate

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

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

that their community had achieved a positive climate for diversity” across the organization (p. 83).

In an investigation of the various forms of labor staff and administrators of color performed independent of their assigned job duties, Luedke (2017) analyzed mentor-mentee relationships aimed at supporting first-generation Black, Latinx, and biracial students. Luedke employed social reproduction theory to study the various forms of social and emotional support staff members provided to students and the ways in which staff nurtured the social capital that students brought with them to college. Key to such relationships, staff members of color understood and found value in the backgrounds, skills, and abilities held by students of color which, Luedke explained, opened the door for students to acquire various forms of cultural capital.

Undergraduate Students and Campus Climate

Most literature about campus climate and undergraduate students examined campus climate in the context of multiple factors that shape students’ identities and experiences. Research findings demonstrated that campus climate influenced students’ social and academic development and engagement, academic success, sense of belonging, and well-being. Scholars also have repeatedly found that when students of color perceived their campus environment as hostile, desired outcomes, such as persistence and academic performance, were negatively affected (Booker, 2016; Kim & Hargrove, 2013; Strayhorn, 2013; Walpole et al., 2014). Climate research regarding the experiences of student populations that include low-income students, students with disabilities, first-generation students, veteran students, international students, American Indian/Indigenous students, undocumented students, and student-athletes has become increasingly available over the past decade.²⁴ The following paragraphs offer a summary of the most robust areas of campus climate research specific to student experiences, including the role

²⁴ For additional research regarding student-specific campus climate experiences, please visit www.rankin-consulting.com.

of microaggressions (i.e., indirect and/or subtle discrimination) in creating hostile and exclusionary campus climates for minoritized undergraduate students.²⁵

Hostile or exclusionary campus climates negatively affect students of color in various ways. For example, scholars have found that when racial minority students perceived their campus environment as hostile, a decline in persistence and academic performance occurred (Booker, 2016; Kim & Hargrove, 2013; Strayhorn, 2013). Additionally, Walpole et al. (2014) evaluated the ways that race-based microaggressions contributed to hostile and exclusionary campus climates for students of color, which resulted in reduced academic success and decreased retention and persistence. In related work, Mills (2020) examined Black undergraduate students' experiences with environmental microaggressions, in contrast to interpersonal microaggressions, at a predominantly White institution (PWI). Developed from the work of Sue (2010), Mills (2020) noted that environmental microaggressions were unique in that they occurred at systemic levels with "no apparent offender" (p. 1). Mills (2020) identified six themes related to environmental microaggressions experienced by Black undergraduate students: segregation (particularly within student housing), lack of representation across institutional populations, campus response to criminality or an assumption of criminality, cultural bias in courses, tokenism, and pressures to conform to standards of whiteness. Yosso et al. (2009) examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx students.²⁶ Reynolds et al. (2010) also noted the negative impact hostile racial climates have on Black and Latinx students' intrinsic and extrinsic academic motivations, which subsequently diminished students' academic success.

Research on racially diverse women undergraduate students, particularly within science, technology, engineering, and math (STEM) fields, has explored how students' perceived sense of belonging affected their academic success and well-being. Booker (2016) described the challenges that Black/African American undergraduate women face in the classroom, including

²⁵ This review is intended to map the broad scope of campus climate research on students; it is not intended to present comprehensive findings of all research in this area.

²⁶ Rankin & Associates Consulting uses the gender-inclusive term "Latinx" in our materials to identify individuals and communities of Latin descent. That terminology has been adopted in this document, even when reporting campus climate research that used terms including "Latino," "Latina," and/or "Latino/a."

microaggressions from faculty, microaggressions from peers, and expectations that Black/African American students represent their race(s) when speaking about specific course topics. As a result, Black/African American undergraduate women experienced a decreased sense of belonging in the classroom and a perception that faculty members were not approachable. Similarly, in a study of racially diverse women in STEM, D. R. Johnson (2012) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging.

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

Examining the role of social class in relation to students' first-year experience, Soria and Stebleton (2013) found that working-class students felt less welcome, or a lesser sense of belonging, when compared with their middle- and upper-class peers. In a characteristically different study, one focused on private, normatively affluent institutions, Allen and Alleman (2019) found that students who experienced food insecurity frequently self-excluded from food-oriented social events and missed academic and community engagement opportunities owing to their need to work. In a study of 324 undergraduates, Ostrove and Long (2007) found that students' "social class background was strongly related to a sense of belonging at college, which in turn predicted social and academic adjustment to college, quality of experience at college, and academic performance" (p. 380). They noted that such a finding was helpful because, while

social class cannot be changed, “we can change the extent to which institutions of higher education are welcoming and inclusive with respect to social class” (p. 384).²⁷

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum students has indicated that queer-spectrum and trans-spectrum individuals experienced hostility, discrimination, and lack of sense of belonging within various institutional environments (Rankin et al., 2010; Seelman et al., 2017). Vaccaro and Newman (2017) examined the extent to which lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students developed a sense of belonging during their first year at an institution. The authors found that students’ sense of belonging was influenced by their degree of outness, university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Garvey et al. (2015) found classroom climate was a key indicator of how LGBPQ community college students perceived campus climate. Trans-identified students reported more negative perceptions of classroom climate, campus climate, and curriculum inclusivity than their heterosexual and queer-spectrum peers (Dugan et al., 2012; Garvey et al., 2015; Nicolazzo, 2016).

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

Graduate Students and Campus Climate

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

²⁷ For additional research regarding various minority populations’ sense of belonging in higher education, please visit www.rankin-consulting.com.

Regarding the experiences of international graduate students, research has identified significant differences according to students' nationality, race, and religion. While all international graduate students experience some level of "acculturative stress" owing to English language proficiency, homesickness, loneliness, and isolation, research demonstrated that international graduate students of color are more likely to experience heightened acculturative stress because of extant racism and nativism on U.S. campuses (George Mwangi, 2016; Moglen, 2017; Yeh & Inose, 2003). For example, Yakaboski et al. (2018) investigated Saudi graduate students' interactions with faculty, staff, and U.S. students. Though the study's subjects shared positive interactions with faculty and staff, they also shared negative and discriminatory interactions with U.S. students, and specifically noted a "lack of cultural and religious understanding or acceptance and pervasive gender stereotypes for Muslim women who veil" (p. 222). George Mwangi (2016) echoed these findings in her study of Black African graduate students' experience. She noted that Black African graduate students are subjected to racism, tokenism, negative stereotyping, microaggressions, and overt hostility from faculty, staff, and students alike. While it is understood that international graduate students experience some degree of transitional challenges upon arriving in the United States, their academic and social well-being depends upon a campus culture that will either mitigate or exacerbate their sense of otherness (George Mwangi et al., 2019).

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

The existing empirical work on graduate experiences overwhelmingly identifies the STEM social and cultural climate—that is, the interpersonal relationships with other

members of the local STEM communities and the cultural beliefs and practices within STEM that govern those relationships—as the leading challenge to the persistence of women of color in STEM career trajectories. (p. 192)

Trans-spectrum (including trans and gender non-conforming) graduate students reported similar feelings of distress in their interpersonal academic and social relationships. Goldberg et al. (2019) found that trans-spectrum graduate students commonly presented an outward gender identity inconsistent with their inner gender identity out of concern for their own physical and emotional safety. Trans-spectrum graduate student survey respondents in the Goldberg et al. (2019) study identified acts of gender identity invalidation and misgendering by peers, faculty, and advisors as a source of emotional stress. Regarding trans-spectrum graduate students' interactions with faculty, Goldberg et al. (2019) identified respondents' interactions with their faculty advisor as a specifically “salient context for experiencing affirmations vs. invalidation of one's gender identity” (p. 38). Campus climate research has demonstrated that positive engagement with peers and faculty is a critical factor in the success and well-being of trans-spectrum graduate students.

Campus Climate: Institution Type

Though the majority of campus climate research available pertains to four-year and predominantly White institutions (PWIs), an increasing amount of research is available regarding campus climate at historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), two-year and/or community college institutions, and religiously/spiritually affiliated institutions.²⁸ Today's broadening scope of campus climate research also encompasses research specific to professional schools, including schools of medicine and law.²⁹ A summary of campus climate research specific to institutional type and student experiences is offered in the following sections.

²⁸ For research regarding Asian American and Native American Pacific Islander–serving institutions (AANAPISI), Tribal colleges, or private institutions, please visit www.rankin-consulting.com.

²⁹ Rankin & Associates Consulting acknowledges that the institutional categories provided are not mutually exclusive. For example, research described regarding Hispanic-serving institutions (HSIs) may also include findings related to two-year or community college institutions.

Historically Black Colleges and Universities (HBCUs)

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

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

Hispanic-Serving Institutions (HSIs)

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

Additionally, Sanchez (2019) examined Latinx students' experiences of racial microaggressions and subsequent sense of belonging at HSIs and emerging Hispanic-serving institutions (EHSIs).³⁰ She found that although students at both HSIs and EHSIs experienced racist stereotypes and assumptions—including anti-Mexican or anti-immigrant sentiments, stereotypes about students' intelligence or college readiness, and assumptions that students were granted admittance or scholarship funding based exclusively on their racial or ethnic identity—students enrolled at HSIs experienced racial microaggressions less frequently than did their peers attending an EHSI. Regarding students' reported sense of belonging, Sanchez (2019) offered that students who reported a positive sense of belonging attributed their institutional affiliation to “being able to speak Spanish on campus without judgment, noticing that their campus culture embraced Latino culture, and having friendly and supportive professors and staff” (p. 249). Participants who reported a lesser sense of belonging felt that “campus culture was geared toward White students” and that “Latino cultural events or organizations on campus” were often “invisible” (p. 250).

Two-Year Institutions and Community Colleges

The expanding scope of campus climate research also includes research about two-year and/or community college institutions. Most commonly, researchers have examined campus climate in the context of two-year institutions as it relates to certain minority populations. For example,

³⁰ Sanchez (2019) defined emerging Hispanic-serving institutions as “institution[s] with 15% to 24.9% Latino full-time undergraduate enrollment” (p. 241).

research currently exists about the campus climate experiences of LGBTQ students (Garvey et al., 2015), racial/ethnic minority faculty (Levin et al., 2014, 2015), Black/African American women (Walpole et al., 2014), Black/African American men (Newman et al., 2015; Wood & Harris, 2015), Latinx men (García & Garza, 2016), and faculty of color (Levin et al., 2014, 2015) in two-year community colleges.

Consistent with findings specific to four-year institutions, campus climate research concerning two-year institutions has found that students' interactions and engagement with faculty and staff influenced both perceived student academic success and students' sense of belonging. In their examination of the factors that influenced sense of belonging for Latinx men students and international students, García and Garza (2016) and García et al. (2019) found that socio-academic integration—academic interactions with faculty and administrative personnel—was the most salient for developing individuals' sense of belonging and, subsequently, academic success and retention. Lundberg et al. (2018) found that frequent and high-quality interactions with faculty were significant to Latinx students' learning and engagement. Regarding the experiences of Black men's sense of belonging and academic engagement with faculty, Newman et al. (2015) found that Black men's perceptions of belonging were influenced by faculty members' racial and gender stereotypes, faculty engagement with students, and acts of validation by faculty.

W. A. Jones (2013) examined the influence of the racial composition of two-year institutions' student body on the institutions' campus climate. Through an examination of three diversity variables—student engagement with racially and culturally different peers, students' engagement with peers who possess beliefs different from their own, and students' understanding of racial difference—W. A. Jones (2013) found that community college student body racial diversity positively correlated with students' frequent engagement with racially different peers and peers who held different personal beliefs and values from their own.

Religiously Affiliated Institutions

Recent campus climate research also examined campus climate at religiously affiliated institutions. For example, in an exploration of campus climate and student spirituality at religiously affiliated or faith-based institutions, Paredes-Collins (2014) found that the campus

climate for diversity was a predictor of students' spiritual well-being and increased religious behaviors independent of student racial and/or ethnic identity. For students of color, Paredes-Collins (2014) found that sense of belonging was the single direct predictor of spirituality. The importance of student sense of belonging also was evident in findings of Ash and Schreiner (2016), who investigated the institutional factors that influenced intent to persist among students of color enrolled in Christian colleges and universities. Ash and Schreiner (2016) found that students' perceptions of institutional fit; the institutions' commitment to student welfare; and students' perceptions of their ability to intellectually, socially, and psychologically thrive were direct contributors (or detractors) to students' success.

Negrón-Gonzales (2015), in an investigation of the experiences of undocumented students at Jesuit universities, found that institutional actions (or inactions) regarding social justice directly affected students' perceptions of campus climate. In addition, Negrón-Gonzales (2015) found that the concept of social justice was a draw and an anchor for undocumented students enrolled at Jesuit institutions and that institutional reticence related to immigrant rights effectively silenced undocumented students. In a review of research regarding faith, gender identity, sexual identity, and Christian higher education, Rockenbach and Crandall (2016) acknowledged the complex relationship between faith, gender, and sexuality and encouraged institutional leaders to:

address the most basic needs of LGBTQ individuals, namely, their safety, freedom from discrimination and harassment, and access to resources in support of their psychological and spiritual well-being.... At a minimum, leaders should establish campus policies and community standards that protect individuals from bullying and mistreatment on the basis of sexual orientation and gender identity. (p. 69)

Professional Schools

In a study of campus climate at law schools, Rocconi et al. (2019) emphasized the need for structural diversity and diversity of interactions to build a positive climate in law school environments. As evidence of the importance of diversity of interactions for law school students, Rocconi et al. (2019) referenced the work of Daye et al. (2012), which concluded that “students

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

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

Regarding medical school campus climate research, Kaplan et al. (2018) examined challenges in the recruitment, retention, and promotion of underrepresented faculty within academic medicine. Though minority faculty described their academic climate as neutral to positive, Kaplan et al. (2018) identified three consistent themes or challenges regarding the minority faculty and

recruitment, retention, and promotion. The first theme or challenge Kaplan et al. (2018) identified was a lack of critical mass or a lack of a “sufficient number of (underrepresented) faculty at an individual institution to create community and impact change” (p. 59). The subjects in Kaplan et al. (2018) also identified the dearth of programming or initiatives specific to the retention and promotion of minority faculty. Last, they described the need for “a diversity champion or a group of individuals vested in diversity” at senior leadership levels to effectively address recruitment, retention, and promotion concerns (p. 59).

Campus Climate and Unwanted Sexual Conduct

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

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

Similarly, the United States Department of Justice’s Office on Violence Against Women has supported the use of campus climate surveys in their effort to reduce sexual assault, dating and intimate partner violence, and sexual harassment on college and university campuses. According to the Office, “Campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault.

Armed with accurate data, administrators and students can then begin to direct resources where they are most needed” (United States Department of Justice, Office on Violence Against Women, 2018).

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

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

Role of Campus Senior Leadership

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

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

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

To foster a diverse, inclusive, and equitable organization, campus climate research suggested *whether* senior leadership actively supports those goals is just as important as *how* senior leaders engage these topics and concerns. Furthermore, how campus leaders approached topics of diversity has been shown to influence students’ perceptions of diversity and willingness to engage diverse perspectives. For instance, C. E. Harper and Yeung (2013) found that student perceptions of institutional commitment to diversity positively correlated with students’ willingness to engage diverse perspectives. Similarly, in relation to perceptions of racial minority faculty, Squire (2017) found that how campus leadership responded to nationally known incidents of racial inequities or discrimination affected faculty members’ perceptions of the institution’s commitment to diversity as well as faculty members’ overall experience. According to Squire (2017), “Faculty of color noted that the ways their institutions responded to racial incidences had direct effects on the way that they understood their institution’s values

concerning diversity, equity, and justice” (p. 740). Squire (2017) also found that faculty of color held a perception that universities, in their pursuit of serving a public good, “should respond to community incidences in ways that are appropriate to the scope of the matter” (p. 739). For institutions that have created or are in the process of creating a Chief Diversity Officer position, how the position is structured as well as what resources and authority the position retains “sends a powerful message about the role’s importance on campus and illustrates the values of an institution” (Williams & Wade-Golden, 2013, pp. 151–152). Ultimately, climate research has illustrated that how senior leadership defined and demonstrated their commitment to diversity, equity, and social justice was critical to how faculty, staff, and students experienced campus climate.

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

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

Williams and Wade-Golden (2013) concurred that transformational leadership practices were critical for contemporary institutions of higher education. According to Williams and Wade-Golden (2013), “Diversity issues cannot exist on the margins. To the contrary, issues of access,

retention, curricular diversity, and engaged scholarship represent a new ‘academic diversity cannon’ that has become fundamental to fulfilling the mission of academia in the new millennium” (p. 171). Fortunately, campus climate research and assessment can provide today’s senior leaders with both the information and skills necessary to build equitable and just environments for all members of their campus communities.

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

Methodology

Conceptual Framework

Rankin & Associates concurs with the notion that the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”³¹ Rankin (2003) modified the conceptual model of campus climate developed by Smith et al. (1997) to use as the foundation for NJIT’s campus climate assessment.

Research Design

Survey Instrument. The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003), and with the assistance of the CCWG. The CCWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the NJIT population. The final NJIT campus-wide survey contained 118 questions,³² including 19 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of NJIT’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were entered into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

³¹ AAC&U (1995), p. xx.

³² To ensure reliability, evaluators must properly structure instruments (questions and response choices must be worded in such a way that they elicit consistent responses) and administer them in a consistent manner. The instrument defined critical terms, was revised numerous times, underwent expert evaluation of items, and was checked for internal consistency.

Sampling Procedure. NJIT’s Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the university and to inform NJIT’s strategic quality improvement initiatives. On June 4, 2021, the IRB determined that this project did not meet the definition of research and as such did not need review.

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

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

Data Analysis. Survey data were analyzed via SPSS to compare the responses (in raw numbers and percentages) of various groups. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted, and those analyses were provided to NJIT in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.³³ The data tables in Appendix B provide actual

³³ Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

percentages³⁴ with missing or “no response” information. The purpose for this difference in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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

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

Factor Analysis Methodology. The survey contained questions that measured two outcomes related to campus climate: Student respondents’ *Perceived Academic Success* (Question 13) and *Sense of Belonging* for students (Question 105), faculty (Question 108), and staff (Question 109).

³⁴ Actual percentages were derived using the total number of survey respondents.

The *Perceived Academic Success* scale was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The *Sense of Belonging* scales were informed by Strayhorn's (2012) qualitative examination of students' sense of belonging. Rankin & Associates developed survey questions to quantitatively measure sense of belonging for students, faculty, and staff.

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

Confirmatory factor analyses using parallel analysis were conducted. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of each scale.³⁵ The internal consistency reliability (Cronbach's alpha) of the scale was calculated to determine if the scale produced consistent results.

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

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

³⁵ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

When only two categories existed for the specified demographic variable, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects were noted. When the specific variable of interest had more than two categories, an ANOVA was run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if a difference in means was significant, effect size was calculated using partial η^2 and any moderate-to-large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at NJIT, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments to give “voice” to the quantitative findings and to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at NJIT. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed³⁶ these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

³⁶ Any comments provided in languages in addition to English were translated and incorporated into the qualitative analysis.

Results

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

Students

Position
Gender identity
Racial identity
Sexual identity
Religious/spiritual identity
First-generation status

Faculty and Staff

Position
Gender identity
Racial identity
Years of employment
Disability status
Sexual identity

Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. For example, the survey offered nine response choices for the question asking respondents about their racial/ethnic identity.³⁷ To run analyses and maintain respondents' confidentiality, the CSWG collapsed some response choices to create seven categories: Asian/Asian American, Black, Indigenous/Pacific Islander (IPI), Latinx, Middle Eastern/North African (MENA), Multiracial, and White.

Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at NJIT.

Additionally, NJIT will receive the dataset in spring 2022, allowing the college to further use the information and “dive deeper” into the data to better understand certain community members' experiences and, ultimately, improve the campus climate.

³⁷ Response choices were Alaska Native/American Indian/Native American/Indigenous, Asian/Asian American, Black/African American, Hispanic/Latinx/Chicanx, Middle Eastern/North African, Native Hawaiian, Pacific Islander, White/European American, and a racial/ethnic identity not listed here.

Description of the Sample³⁸

One thousand eight hundred sixty (1,860) surveys were returned for a 14% overall response rate. Response rates by position status were 14% for Undergraduate Students, 7% for Graduate Student/Post-Docs, 15% for Faculty/Instructional Staff, and 33% for Staff. The sample and population figures, chi-square analyses,³⁹ and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by NJIT.

- Women were significantly overrepresented in the sample; men were significantly underrepresented in the sample.
- Asian and Multiracial individuals were significantly overrepresented in the sample. Individuals with Missing/Another/Unknown racial/ethnic identity were underrepresented in the sample.
- Staff were significantly overrepresented in the sample. Graduate Student/Post-Doc Students were significantly underrepresented in the sample.

Table 2. Demographics of Population and Sample

Characteristic	Group	Population		Sample		Response rate
		<i>N</i>	%	<i>n</i>	%	
Position status ^a	Undergraduate Student	9,183	67.0	1,243	66.8	13.5
	Graduate Student/Post-Doc	2,750	20.1	178	9.6	6.5
	Faculty/Instructional Staff	797	5.8	116	6.2	14.6
	Staff	971	7.1	323	17.4	33.3
Gender identity ^b	Women	4,005	29.2	766	41.2	19.1
	Men	9,696	70.8	1,016	54.6	10.5
	Trans-spectrum/Another	ND*	ND*	38	2.0	N/A
	Missing	ND*	ND*	40	2.2	N/A
Racial/ethnic identity ^c	Asian	2,657	19.4	498	26.8	18.7
	Black	1,295	9.5	192	10.3	14.8
	I&PI ⁴⁰	15	0.1	6	0.3	40.0

³⁸ Frequency tables for each survey item are provided in Appendix B.

³⁹ Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by NJIT.

⁴⁰ Indigenous and Pacific Islander

Table 2. Demographics of Population and Sample

Characteristic	Group	Population		Sample		Response rate
		<i>N</i>	%	<i>n</i>	%	
	Latinx	2,340	17.1	279	15.0	11.9
	MENA ⁴¹	ND*	ND*	93	5.0	N/A
	Multiracial	370	2.7	149	8.0	40.3
	White	4,296	31.4	541	29.1	12.6
	Missing/Another/Unknown	2,728	19.9	102	5.5	3.7
	Queer-spectrum	ND*	ND*	139	7.5	N/A
	Asexual	ND*	ND*	61	3.3	N/A
Sexual identity	Bisexual	ND*	ND*	125	6.7	N/A
	Heterosexual	ND*	ND*	1,343	72.2	N/A
	Missing/Another	ND*	ND*	192	10.3	N/A
	Single Disability	ND*	ND*	122	6.6	N/A
Disability status (all respondents)	No Disability	ND*	ND*	1,634	87.8	N/A
	Multiple Disabilities	ND*	ND*	72	3.9	N/A
	Missing/Unknown	ND*	ND*	32	1.7	N/A
	One or More Disabilities	63	3.6	45	10.3	71.4
Disability status (employees only)	No Disability	1,705	96.4	384	87.5	22.5
	Missing	ND*	ND*	10	2.3	N/A
	Christian Affiliation	ND*	ND*	728	39.1	N/A
	Non-Christian Affiliation	ND*	ND*	408	21.9	N/A
Religious/spiritual affiliation	Multiple Affiliations	ND*	ND*	95	5.1	N/A
	No Affiliation	ND*	ND*	505	27.2	N/A
	Missing	ND*	ND*	124	6.7	N/A

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

*ND: No data available

^a $\chi^2(3, n = 1,860) = 379.3, p < .001$

^b $\chi^2(1, n = 1,782) = 163.1, p < .001$

^c $\chi^2(6, n = 1,767) = 478.3, p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were informed by

⁴¹ Middle Eastern/North African

instruments used in institutional and organizational studies by the consultant over the past 20 years. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of NJIT’s CCWG reviewed the bank of items available for the survey.

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

Reliability – Internal Consistency of Responses.⁴² Correlations between the responses to questions about overall campus climate for various scales (survey Question 104) and to questions that rated overall campus climate on various groups (survey Question 110) were strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients⁴³ are provided in Table 3.

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

⁴² Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

⁴³ Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

A strong relationship (between .53 and .64) existed for all five pairs of variables, which included: Positive for People of Color and Not racist; Positive for People who Identify as Lesbian, Gay, Bisexual, or Queer and Not homophobic; Positive for Women and Not sexist; Positive for People of Low Socioeconomic Status and Not classist (socioeconomic status); and Positive for Persons with Disabilities and Not ableist.

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

	Climate characteristics				
	Not racist	Not homophobic (LGBTQI+)	Not sexist	Not classist (socioeconomic status)	Not ableist (disability-friendly)
Positive for People of Color	0.546*				
Positive for Lesbian, Gay, Bisexual, or Queer People		0.528*			
Positive for Women			0.639*		
Positive for People of Low-Socioeconomic Status				0.558*	
Positive for Persons with Disabilities					0.545*

* $p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics⁴⁴

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

Respondents' primary position status data were collapsed⁴⁵ into three groups: Student respondents, Faculty/Instructional Staff⁴⁶ respondents, and Staff respondents. Of all respondents,

⁴⁴ All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

⁴⁵ The CCWG determined the collapsed position status variables.

⁴⁶ Instructional Staff ($n = 42$) were combined with Tenure/Tenure Track Faculty ($n = 74$) for the purposes of confidentiality and analyses. They were asked the same questions except for specific questions related to tenure/tenure-track experiences. At times in this report, particularly in graphs, the term Faculty will be used to refer to the collapsed group of Tenure/Tenure-Track Faculty and Instructional Staff.

76% ($n = 1,421$) were Students,⁴⁷ 6% ($n = 116$) were Faculty/Instructional Staff, and 17% ($n = 323$) were Staff respondents (Figure 1). Ninety-seven percent ($n = 1,688$) of Staff respondents and Student respondents were full-time in their primary positions. Subsequent analyses indicated that 97% ($n = 1,209$) of Undergraduate Student respondents, 93% ($n = 166$) of Graduate Student/Post-Doc respondents, and 98% ($n = 313$) of Staff respondents were full-time in their primary positions.

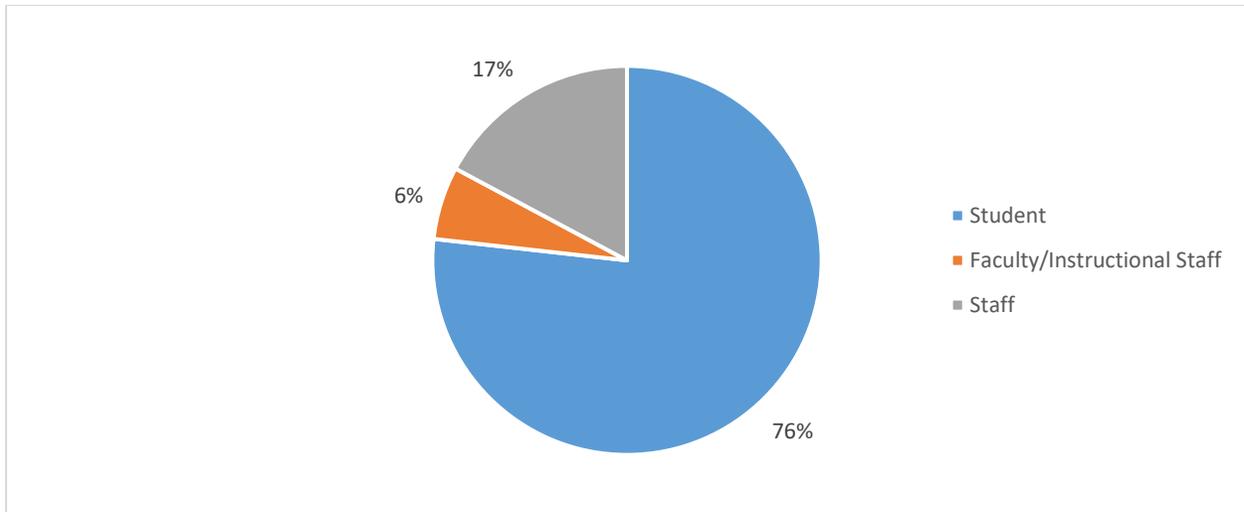


Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' primary academic division/work unit affiliations, Table 4 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 9% ($n = 30$) were affiliated with Academic Affairs and Student Services (Dr. Basil Baltzis); 8% ($n = 26$) were affiliated with Real Estate Development and Capital Operations (Andrew Christ); and 6% each were affiliated with Development & Alumni Relations (Dr. Kenneth Alexo Jr.) ($n = 20$), Information Services and Technology (Kamalika Sandell) ($n = 19$), and Office of the Provost and Academic Affairs (Dr. Fadi Deek) ($n = 18$).

⁴⁷ Post-Doctoral Scholar/Fellow respondents were combined with Graduate/Professional Student respondents to protect their anonymity. From this point forward in the report, "Graduate Student/Post-Doc respondents" will refer to both Graduate/Professional Student respondents and Post-Doctoral Scholar/Fellow respondents ($n = 178$).

Table 4. Staff Respondents’ Primary Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
Academic Affairs and Student Services (Dr. Basil Baltzis)	30	9.3
Real Estate Development and Capital Operations (Andrew Christ)	26	8.0
Development & Alumni Relations (Dr. Kenneth Alexo Jr.)	20	6.2
Information Services and Technology (Kamalika Sandell)	19	5.9
Office of the Provost and Academic Affairs (Dr. Fadi Deek)	18	5.6
Dean of Students and Campus Life (Dr. Marybeth Boger)	17	5.3
Undergraduate Studies (Dr. Laurent Simon)	16	5.0
Newark College of Engineering (Dr. Moshe Kam)	14	4.3
Research (Dr. Atam Dhawan)	13	4.0
College of Science and Liberal Arts (Dr. Kevin Belfield)	12	3.7
Strategic Communications (Dr. Matthew Golden)	12	3.7
Finance (Ed Bischof)	11	3.4
Ying Wu College of Computing (Dr. Craig Gotsman)	10	3.1
Human Resources (Dale McLeod)	7	2.2
Athletics (Lenny Kaplan)	5	1.5
Graduate Studies (Dr. Sotirios G. Ziavras)	5	1.5
Hillier College of Architecture and Design (Dr. Branko Kolarevic)	5	1.5
Library (Ann Hoang)	5	1.5
Albert Dorman Honors College (Dr. Louis Hamilton)	4	1.2
Office of General Counsel (Holly Stern)	3	0.9
Office of the President (Dr. Joel Bloom)	2	0.6
Martin Tuchman School of Management (Dr. Oya Tukul)	1	0.3
Technology and Business Development (Dr. Donald Sebastian)	1	0.3
Missing	67	20.7

Note: Table reports only responses from Staff respondents (*n* = 323).

Of Faculty/Instructional Staff respondents, 49% (*n* = 57) were affiliated with the College of Science and Liberal Arts. Thirty-one percent (*n* = 32) of Faculty/Instructional Staff respondents were affiliated with the Newark College of Engineering. Six percent (*n* = 6) of Faculty/Instructional Staff respondents were affiliated with the Ying Wu College of Computing (Table 5). Less than five Faculty/Instructional Staff respondents indicated that they were Albert Dorman faculty fellows.

Table 5. Faculty/Instructional Staff Respondents' Primary Academic Division Affiliations

Academic division	<i>n</i>	%
College of Science and Liberal Arts	57	49.1
<i>Department of Humanities and Social Sciences</i>	9	15.8
<i>Department of Mathematical Sciences</i>	9	15.8
<i>Department of Biological Sciences</i>	< 5	---
<i>Department of Chemistry and Environmental Sciences</i>	< 5	---
<i>Department of History</i>	< 5	---
<i>Department of Physics</i>	< 5	---
<i>Missing</i>	29	50.9
Newark College of Engineering	32	30.5
<i>Department of Biomedical Engineering</i>	< 5	---
<i>Department of Chemical and Materials Engineering</i>	< 5	---
<i>Department of Civil and Environmental Engineering</i>	< 5	---
<i>Department of Electrical and Computer Engineering</i>	< 5	---
<i>Department of Mechanical and Industrial Engineering</i>	< 5	---
<i>School of Applied and Engineering Technology</i>	< 5	---
<i>Missing</i>	19	59.4
Ying Wu College of Computing	6	5.7
<i>Department of Computer Science</i>	< 5	---
<i>Department of Informatics</i>	< 5	---
<i>Missing</i>	< 5	---
Hillier College of Architecture and Design	5	4.8
Martin Tuchman School of Management	5	4.8
<i>Missing</i>	11	9.5

Note: Table reports responses only from Faculty/Instructional Staff respondents (*n* = 116).

In terms of length of employment, 29% (*n* = 90) of Staff respondents were employed at NJIT between 1 and 5 years, and 19% (*n* = 59) of Staff respondents were employed at NJIT between 6 and 10 years. (Table 6). As for Faculty/Instructional Staff respondents, most were employed at NJIT between 1 and 5 years (31%, *n* = 34) and between 6 and 10 years (17%, *n* = 19). Twenty-one percent (*n* = 64) of Staff respondents and 24% (*n* = 27) of Faculty/Instructional Staff respondents were employed at NJIT for more than 20 years.

Table 6. Faculty/Instructional Staff and Staff Respondents' Length of Employment

Length of employment	Faculty/Instructional Staff respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	< 5	---	29	9.4
1–5 years	34	30.6	90	29.2
6–10 years	19	17.1	59	19.2
11–15 years	15	13.5	30	9.7
16–20 years	13	11.7	36	11.7
21–30 years	9	8.1	51	16.6
31–40 years	13	11.7	11	3.6
More than 40 years	5	4.5	< 5	---

Note: Table reports responses only from Faculty/Instructional Staff and Staff respondents (*n* = 439).

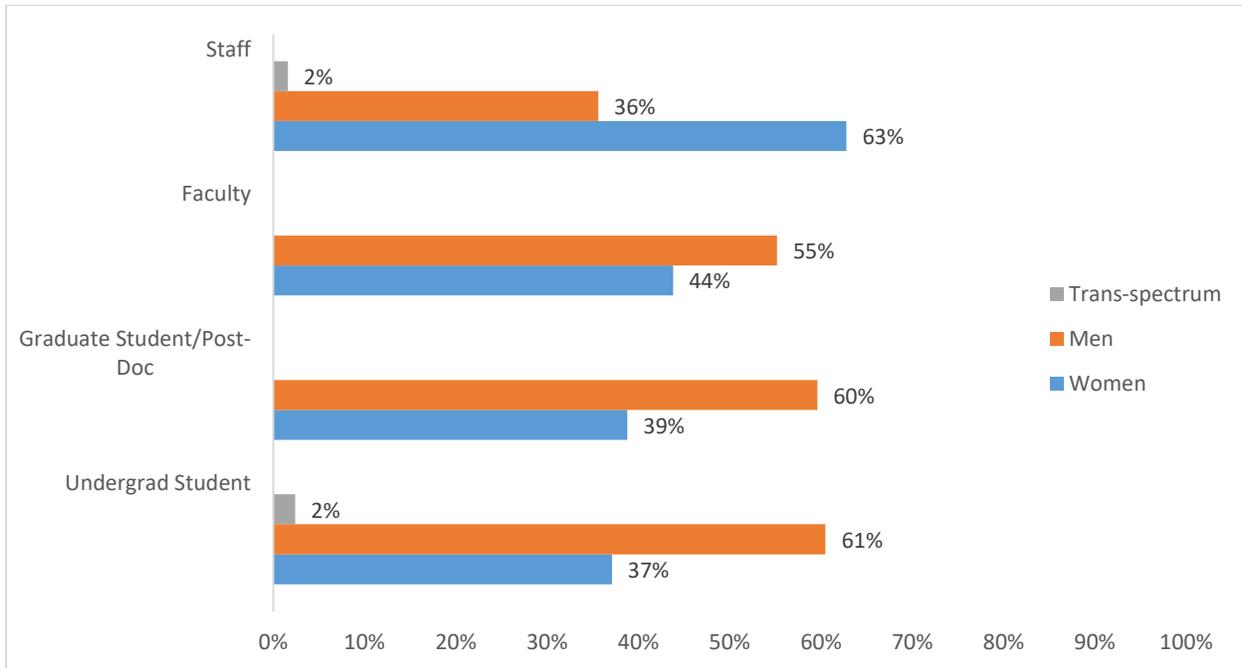
More than half of respondents (55%, *n* = 1,016) were Men; 41% (*n* = 766) were Women.⁴⁸ One percent or less of respondents identified as genderqueer/nonbinary (*n* = 26) or transgender (*n* = 12).⁴⁹ Two percent (*n* = 34) of respondents elected not to provide their gender/gender identity. Less than 1% of respondents marked “a gender not listed here” and offered identities such as “Agender,” “Not sure,” and “woman/unsure.”

For the purpose of some analyses, the CCWG elected to collapse the categories Genderqueer/Nonbinary and Transgender into the “Trans-spectrum” category (2%, *n* = 38). The CCWG also decided not to include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

⁴⁸ Most respondents identified their birth sex as male (56%, *n* = 1,034), while 43% (*n* = 803) of respondents identified as female and less than five identified as intersex. Twenty-one respondents (*n* = 1%) elected not to provide their assigned birth sex. Additionally, 53% (*n* = 985) identified their gender expression as masculine, 40% (*n* = 736) as feminine, 2% (*n* = 37) as androgynous, 2% (*n* = 35) as genderfluid, and less than 1% (*n* = 5) as “a gender expression not listed here.”

⁴⁹ Self-identification as transgender/trans-spectrum does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender/trans-spectrum. Here, those who chose to self-identify as transgender/trans-spectrum have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. Due to low numbers transgender/trans-spectrum respondents, no analyses were conducted or included in the report to maintain the respondents' confidentiality.

Figure 2 illustrates that among Undergraduate Student respondents, more Men (61%, $n = 741$) than Women (37%, $n = 455$) and Trans-spectrum respondents (2%, $n = 29$) completed the survey. Among Graduate Student/Post-Doc respondents, more Men (60%, $n = 106$) than Women (39%, $n = 69$) completed the survey. Among Faculty/Instructional Staff respondents, more Men (55%, $n = 58$) than Women (44%, $n = 46$) completed the survey. Conversely, among Staff respondents, more Women (63%, $n = 196$) than Men (36%, $n = 111$) participated in the survey.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual⁵⁰ (72%, $n = 1,343$) and 8% ($n = 139$) identified as Queer-spectrum (i.e., gay, lesbian, pansexual, queer, or questioning) (Figure 3). Three percent ($n = 61$) of respondents identified as Asexual, and 7% ($n = 125$) of respondents identified as Bisexual. Ten percent ($n = 192$) of respondents did not indicate their sexual identity and were recoded to Missing/Unknown.

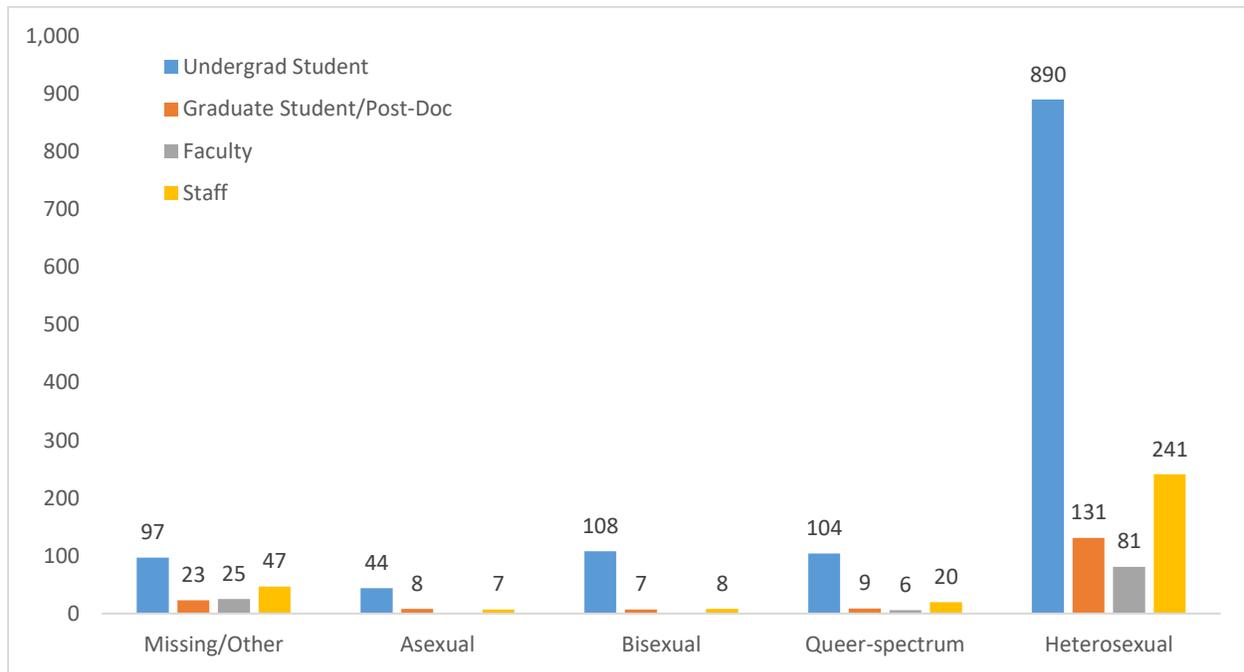
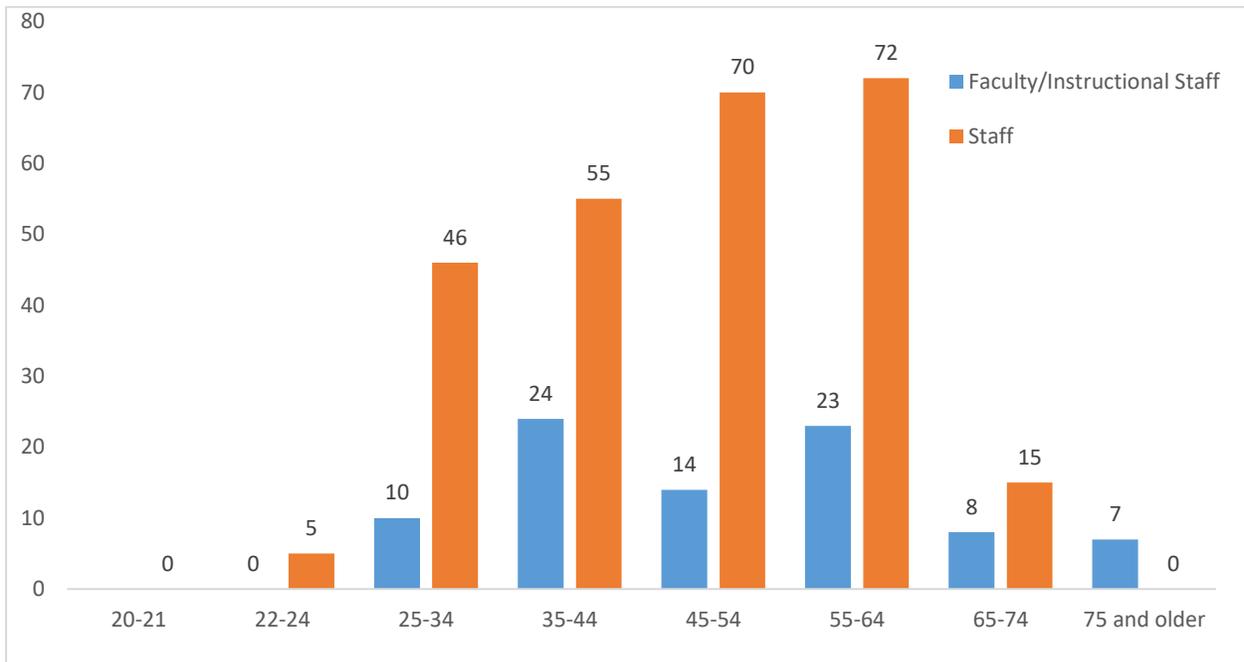


Figure 3. Respondents by Sexual Identity and Position Status (n)

⁵⁰ Respondents who marked “sexual identity not listed here” in response to the question about their sexual identity and wrote “straight” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the term “queer-spectrum” to denote individuals who self-identified as gay, lesbian, pansexual, queer, and questioning.

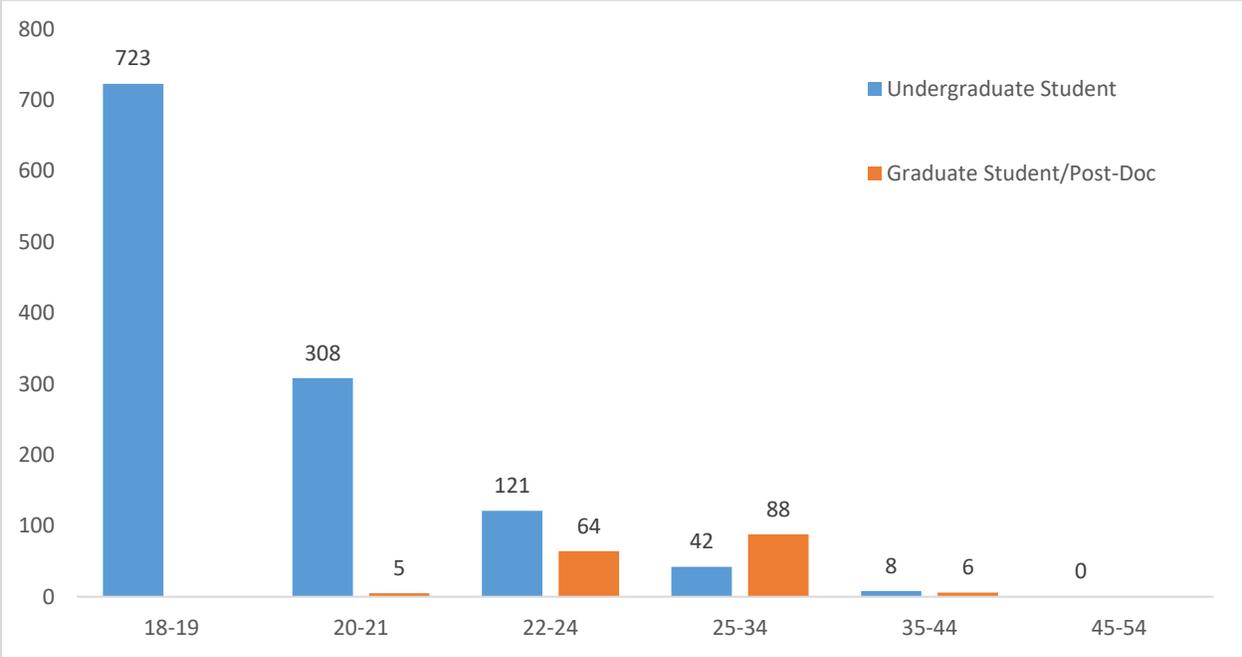
Of Staff respondents, 18% ($n = 46$) were between 25 and 34 years old, 21% ($n = 55$) were between 35 and 44 years old, 27% ($n = 70$) were between 45 and 54 years old, and 27% ($n = 72$) were between 55 and 64 years old (Figure 4). Of Faculty/Instructional Staff respondents, 27% ($n = 24$) were between 35 and 44 years old, 16% ($n = 14$) were between 45 and 54 years old, and 26% ($n = 23$) were between 55 and 64 years old.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Faculty/Instructional Staff and Staff Respondents by Age and Position Status (n)

Of responding Undergraduate Students, 86% ($n = 1,031$) were between 18 and 21 years old, and 10% ($n = 121$) were between 22 and 24 years old (Figure 5). Of Graduate Student/Post-Doc respondents, 38% ($n = 64$) were between 22 and 24 years old, and 53% ($n = 88$) were between 25 and 34 years old.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Student Respondents by Age and Student Status (n)

Regarding racial identity, 29% ($n = 541$) of the respondents identified as White/European American (White) (Figure 6). Twenty-seven percent ($n = 498$) of respondents identified as Asian/Asian American, 15% ($n = 279$) were Hispanic/Latinx/Chicanx (Latinx), 10% ($n = 192$) identified as Black/African American (Black), 8% ($n = 149$) were Multiracial, 5% ($n = 93$) identified as Middle Eastern/North African (MENA), and less than five each were Alaska Native/American Indian/Native American/Indigenous (AN/AI/NA/I) or Pacific Islander. Six percent ($n = 102$) of respondents did not provide a racial/ethnic identity or selected the response category “a racial/ethnic identity not listed here.” Some individuals who marked the category “a racial/ethnic identity not listed here” wrote responses such as “I’m not sure of my identity I was adopted,” “Jewish,” or identified with a specific country. They were recoded to Missing/Unknown.

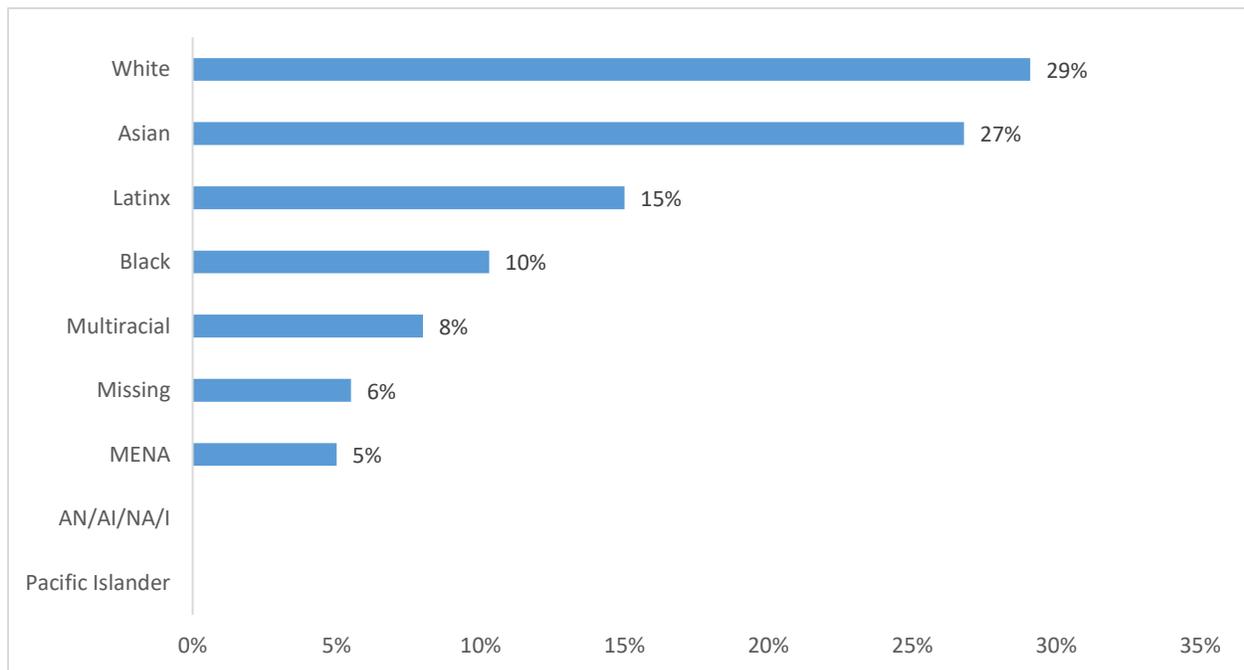


Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,⁵¹ allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CCWG created seven racial identity categories. As noted above, given the opportunity to mark multiple responses, some respondents chose only White (29%, $n = 541$) as their identity (Figure 7). Respondents also identified as Asian/Asian American (27%, $n = 498$), Latinx (15%, $n = 270$), Black (10%, $n = 192$), Multiracial (8%, $n = 149$),⁵² MENA (5%, $n = 93$), and Indigenous & PI (I&PI) (0%, $n = 6$).⁵³

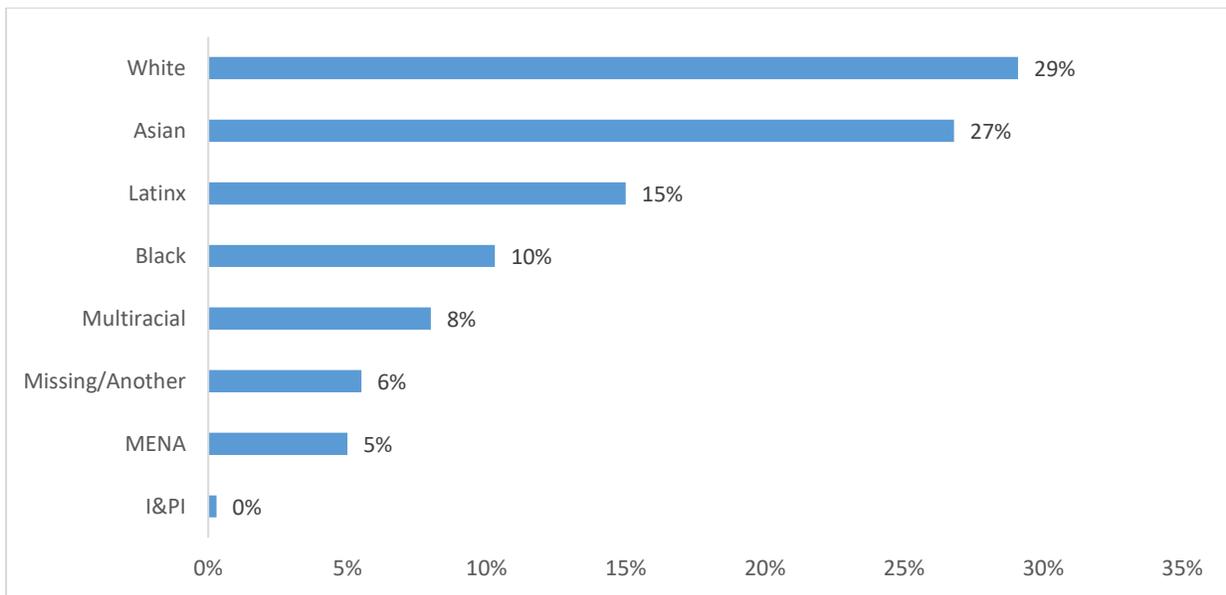


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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

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

⁵³ With the CCWG's approval, the Indigenous & PI (I&PI) category included respondents who identified as Alaska Native/American Indian/Native American/Indigenous, Native Hawaiian, or Pacific Islander. The Latinx category included respondents who identified as Hispanic/Latinx/Chicax. The Black category included respondents who identified as Black/African American. Lastly, the MENA category included respondents who identified as Middle Eastern/North African. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color). When possible, Multiracial respondents are analyzed as a category distinct from People of Color. For disaggregated analyses, Indigenous and Pacific Islander (I&PI) respondents were excluded from analyses to protect their confidentiality.

The survey question that asked respondents about their religious or spiritual identity offered many response choices.⁵⁴ For the purposes of analyses, the responses were collapsed into four categories. Thirty-nine percent ($n = 728$) of respondents identified as having a Christian Affiliation (Figure 8). Twenty-seven percent ($n = 505$) of respondents indicated No Religious Affiliation. Twenty-two percent ($n = 408$) chose Non-Christian Affiliation, and 5% ($n = 95$) identified with Multiple Religious Affiliations. Seven percent ($n = 124$) of respondents did not indicate their religious/spiritual affiliation and were recoded to Missing.

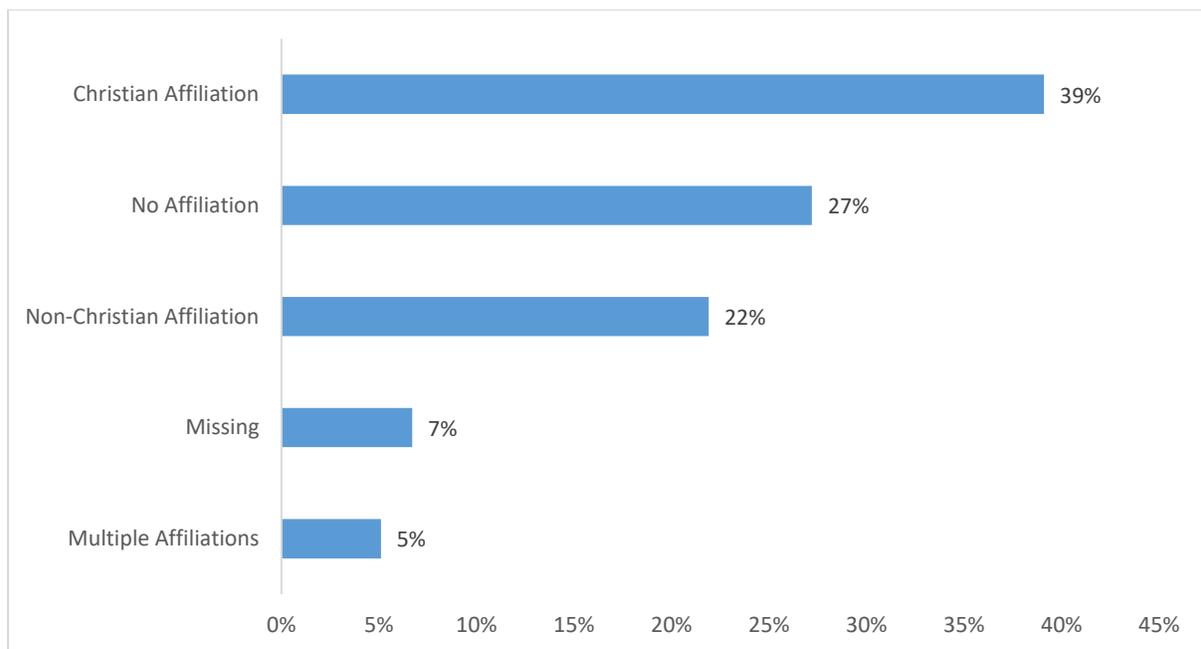


Figure 8. Respondents by Religious/Spiritual Affiliation (%)

⁵⁴ With the CCWG's approval, religious/spiritual affiliation was collapsed into four categories: No Affiliation, Christian Affiliation, Non-Christian Affiliation, and Multiple Affiliations.

One survey item addressed respondents’ political views. Forty-five percent ($n = 839$) of respondents described their current political views as moderate. Twenty-eight percent ($n = 529$) of respondents identified as liberal, and 11% identified as very liberal ($n = 204$). Two percent ($n = 35$) of respondents identified as very conservative, and 9% identified as conservative ($n = 172$). Four percent ($n = 81$) of respondents did not indicate their current political views and were recoded as Missing. Figure 9 depicts current political views by respondent position status.

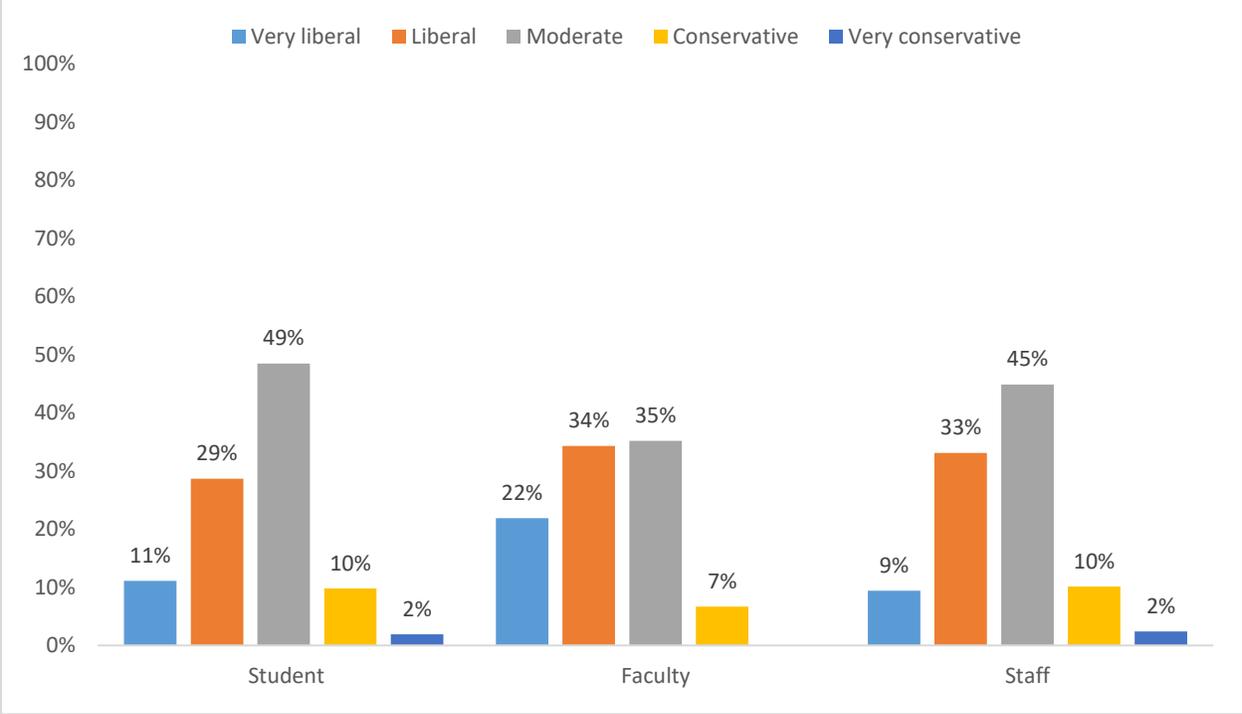
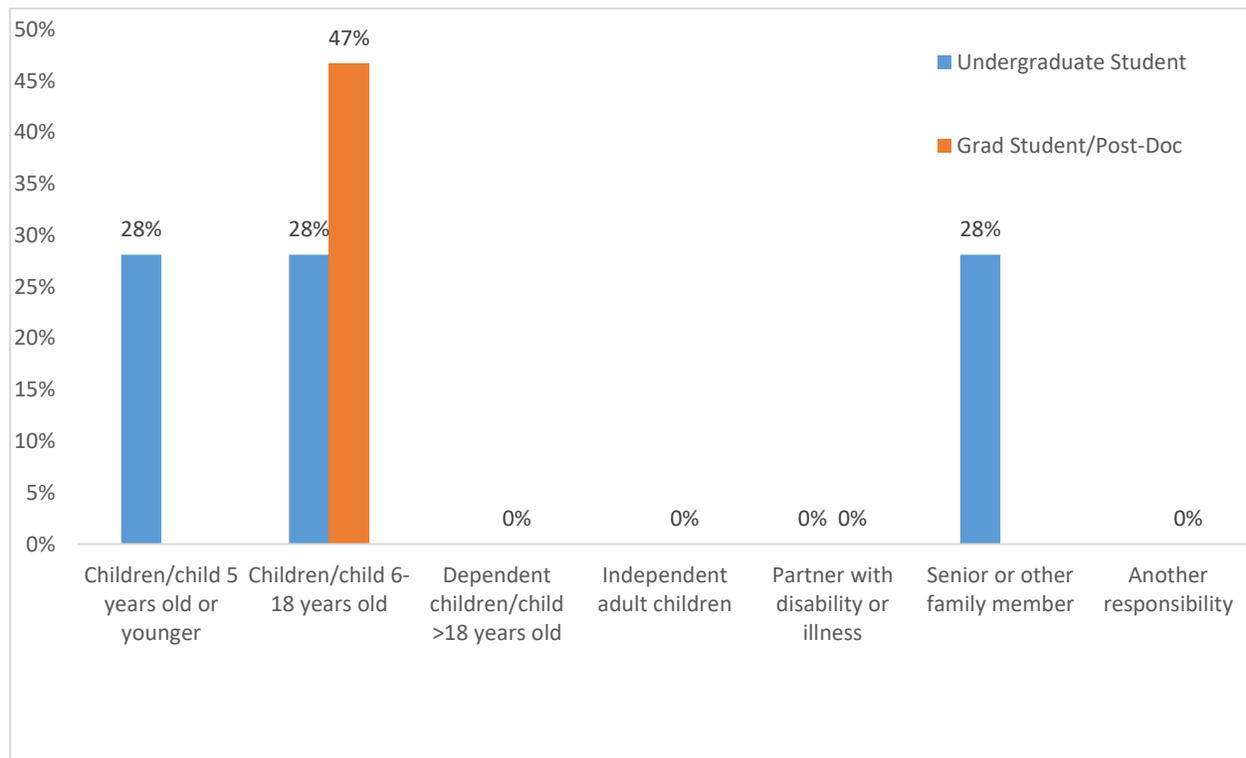


Figure 9. Respondents by Current Political Views and Position Status (%)

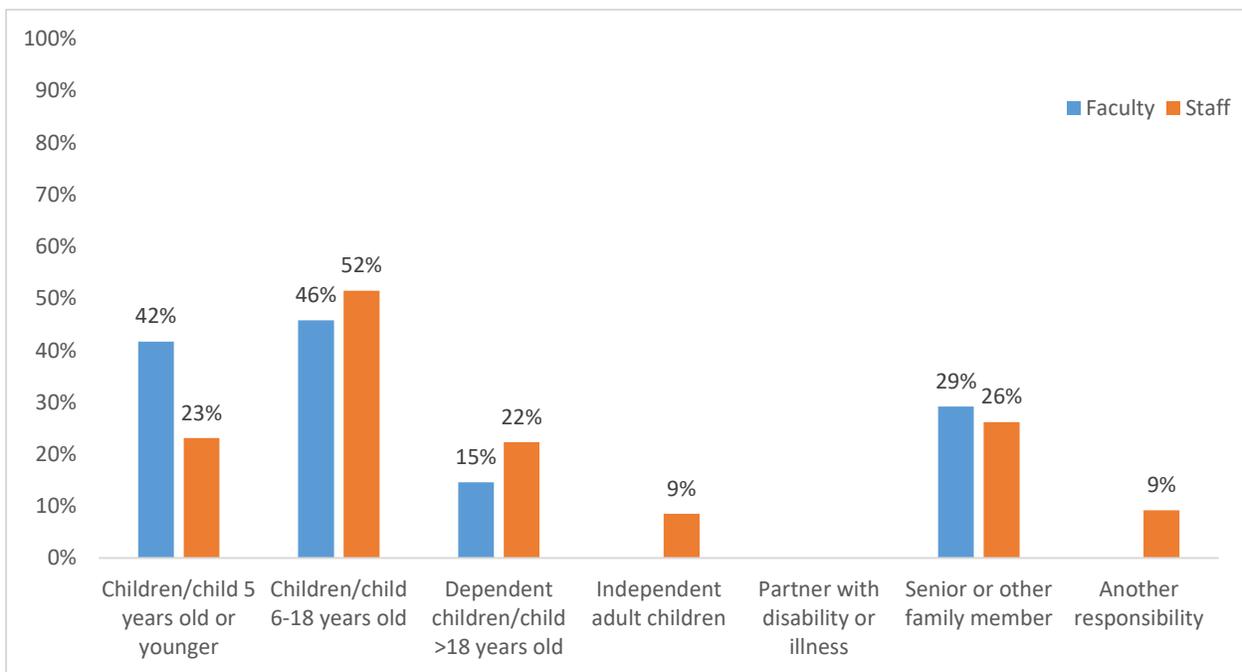
Eighty-five percent ($n = 1,575$) of all respondents, including 96% ($n = 1,176$) of Undergraduate Student respondents and 91% ($n = 158$) of Graduate Student/Post-Doc respondents, had no substantial parenting or caregiving responsibilities. Figure 11 illustrates that of the 56 Undergraduate Student respondents and 15 Graduate Student/Post-Doc respondents who indicated they had caregiving responsibilities, 28% ($n = 16$) of Undergraduate Student respondents and less than five Graduate Student/Post-Doc respondents were caring for children five years old or younger. Twenty-eight percent ($n = 16$) of Undergraduate Student respondents and 47% ($n = 7$) of Graduate Student/Post-Doc respondents were caring for children between 6 and 18 years old. Twenty-eight percent ($n = 16$) of Undergraduate Student respondents were caring for a senior or other family member.



Note: Responses with $n < 5$ are not presented in the figure.

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

Fifty-eight percent ($n = 178$) of Staff respondents and 57% ($n = 63$) of Faculty/Instructional Staff respondents had no substantial parenting or caregiving responsibilities (Figure 11). Of the 42% ($n = 130$) of Staff respondents and 43% ($n = 48$) of Faculty/Instructional Staff respondents who had substantial parenting or caregiving responsibilities, 23% ($n = 30$) of Staff respondents and 42% ($n = 20$) of Faculty/Instructional Staff respondents were caring for children five years old or younger. Fifty-two percent ($n = 67$) of Staff respondents and 46% ($n = 22$) of Faculty/Instructional Staff respondents were caring for children ages 6 to 18 years. Twenty-two percent ($n = 29$) of Staff respondents and 15% ($n = 7$) of Faculty/Instructional Staff respondents were caring for legally dependent children over 18 years old. Nine percent ($n = 11$) of Staff respondents and less than five Faculty/Instructional Staff respondents were caring for independent adult children. Less than five each of Staff respondents and Faculty/Instructional Staff respondents were caring for partners with disabilities or illnesses. Twenty-six percent ($n = 34$) of Staff respondents and 29% ($n = 14$) of Faculty/Instructional Staff respondents were caring for senior or other family members. Nine percent ($n = 12$) of Staff respondents and less than five Faculty/Instructional Staff respondents indicated that they had a parenting or caregiving responsibility that was not listed (e.g., pregnant, adoption pending).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 11. Employee Respondents’ Caregiving Responsibilities by Position Status (%)

Data revealed that 89% ($n = 1,653$) of respondents had never served in the U.S. Armed Forces. Less than five respondents were currently on active duty. Less than five respondents each were current members of the National Guard (but not in ROTC) or current members of the Reserves (but not in ROTC). One percent ($n = 9$) of respondents were in ROTC, and 2% ($n = 28$) had served in the U.S. Armed Forces (i.e., retired, veteran). Two percent ($n = 38$) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces. Seven percent ($n = 124$) of respondents elected not to answer this question.

Eleven percent ($n = 210$) of respondents had conditions/disabilities that influenced their learning, living, or working activities. Subsequent analyses indicated that 7% ($n = 122$) of respondents had a single condition/disability that influenced learning, living, or working activities, and 4% ($n = 72$) had multiple conditions/disabilities that influenced their learning, living, or working activities. Two percent ($n = 32$) of respondents were coded as Missing.

Forty-eight percent ($n = 101$) of respondents who indicated that they had such conditions had mental health/psychological conditions, 35% ($n = 74$) had learning differences/disabilities, and 23% ($n = 49$) had chronic health diagnoses or medical conditions (Table 7). Thirty-nine percent ($n = 66$) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Office of Accessibility Resources and Services (OARS). Eighty-nine percent ($n = 59$) of Student respondents who indicated that they had conditions/disabilities indicated that they were receiving required accommodations for their disabilities/conditions. Forty-four percent ($n = 20$) of Faculty/Instructional Staff and Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities/conditions.

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

Condition/disability	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	101	48.1
Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	74	35.2

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

Condition/disability	<i>n</i>	%
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	49	23.3
Asperger’s/autism spectrum	22	10.5
Physical/mobility condition that affects walking	17	8.1
Hard of hearing or deaf	12	5.7
Physical/mobility condition that does not affect walking	9	4.3
Low vision or blind	7	3.3
Acquired/traumatic brain injury	< 5	---
Speech/communication condition	< 5	---
A disability/condition not listed here	29	13.8

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 69 (*n* = 210). Percentages may not sum to 100 as a result of multiple response choices.

Sixty-one percent (*n* = 1,133) of respondents indicated that English was their native language, and 20% (*n* = 366) of respondents indicated that English was not their native language. Seventeen percent (*n* = 324) of respondents indicated that they learned English along with other language(s). Some of the languages other than English that respondents identified as their primary languages were Albanian, Arabic, Assamese, Bengali, Bulgarian, Chinese, Farsi, French, Greek, Gujarati, Hebrew, Hindi, Korean, Malayalam, Mandarin, Polish, Portuguese, Russian, Spanish, Tagalong, Turkish, and Urdu. Two percent (*n* = 37) of respondents did not complete this question and were recoded as Missing.

Thirty-four percent (*n* = 111) of Staff respondents indicated that the highest level of education they had completed was a master’s degree, 20% (*n* = 65) had a bachelor’s degree, 10% (*n* = 33) had completed a doctoral degree, 10% (*n* = 31) had completed some graduate work, 9% (*n* = 30) had finished some college, 4% (*n* = 13) had finished a business/technical certificate/degree, 4% (*n* = 12) had completed high school/GED, and 2% (*n* = 6) had completed some high school. Less than five each had a professional degree, an associate degree, or no high school.

Table 8 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 38% ($n = 539$) of Student respondents were First-Generation Students.⁵⁵

Table 8. Student Respondents’ Parents’/Guardians’ Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	55	3.9	60	4.2
Some high school	98	6.9	100	7.0
Completed high school/GED	232	16.3	208	14.6
Some college	163	11.5	174	12.2
Business/technical certificate/degree	34	2.4	50	3.5
Associate degree	49	3.4	67	4.7
Bachelor’s degree	421	29.6	411	28.9
Some graduate work	17	1.2	16	1.1
Master’s degree (e.g., MA, MS, MBA)	244	17.2	178	12.5
Specialist degree (e.g., EdS)	< 5	---	< 5	---
Doctoral degree (e.g., PhD, EdD)	41	2.9	20	1.4
Professional degree (e.g., MD, JD)	30	2.1	22	1.5
Unknown	18	1.3	44	3.1
Not applicable	< 5	---	51	3.6
Missing	13	0.9	18	1.3

Note: Table reports responses only from Student respondents ($n = 1,421$).

⁵⁵ With the CCWG’s approval, “First-Generation Students” were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, some college, a business/technical certificate, or an associate degree.

Table 9 illustrates the level of education completed by Faculty/Instructional Staff and Staff respondents' parents or legal guardians. Subsequent analyses indicated that 43% ($n = 190$) of Faculty/Instructional Staff and Staff respondents were First-Generation Students.

Table 9. Faculty/Instructional Staff and Staff Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	32	7.3	24	5.5
Some high school	25	5.7	33	7.5
Completed high school/GED	88	20.0	101	23.0
Some college	36	8.2	39	8.9
Business/technical certificate/degree	16	3.6	14	3.2
Associate degree	10	2.3	15	3.4
Bachelor's degree	71	16.2	73	16.6
Some graduate work	11	2.5	10	2.3
Master's degree (e.g., MA, MS, MBA)	75	17.1	45	10.3
Specialist degree (e.g., EdS)	0	0.0	< 5	---
Doctoral degree (e.g., PhD, EdD)	31	7.1	9	2.1
Professional degree (e.g., MD, JD)	14	3.2	8	1.8
Unknown	5	1.1	11	2.5
Not applicable	8	1.8	20	4.6
Missing	17	3.9	34	7.7

Note: Table reports responses only from Faculty/Instructional Staff and Staff respondents ($n = 439$).

As indicated in Table 10, 51% ($n = 635$) of Undergraduate Student respondents had been enrolled at NJIT for less than one year, 12% ($n = 145$) had been at the institution for one year, 15% ($n = 185$) for two years, 14% ($n = 168$) for three years, 6% ($n = 78$) for four years, and 2% ($n = 24$) Undergraduate Student respondents had been at NJIT for five years. One percent ($n = 7$) of Undergraduate Student respondents had been there six or more years.

Table 10. Undergraduate Student Respondents' Years at NJIT

Years	<i>n</i>	%
Less than one year	635	51.1
One year	145	11.7
Two years	185	14.9
Three years	168	13.5
Four years	78	6.3
Five years	24	1.9
Six or more years	7	0.6
Missing	< 5	---

Note: Table reports responses only from Undergraduate Student respondents (*n* = 1,243).

Table 11 reveals that 22% (*n* = 272) of Undergraduate Student respondents had primary major degree programs that were housed in the Department of Computer Science. Thirteen percent (*n* = 157) of Undergraduate Student respondents were in programs in the Department of Mechanical and Industrial Engineering, and 9% each were in programs in the Department of Biomedical Engineering (*n* = 112) and the Department of Electrical and Computer Engineering (*n* = 111). Sixteen percent (*n* = 222) of Undergraduate Student respondents indicated that they were an Albert Dorman Honors College Student.

Table 11. Undergraduate Student Respondents' Primary Major Degree Program Department/School

Department/school	<i>n</i>	%
Department of Computer Science	272	21.9
Department of Mechanical and Industrial Engineering	157	12.6
Department of Biomedical Engineering	112	9.0
Department of Electrical and Computer Engineering	111	8.9
Department of Civil and Environmental Engineering	100	8.0
School of Art and Design	68	5.5
Martin Tuchman School of Management	66	5.3
Department of Biological Sciences	58	4.7
School of Architecture	48	3.9
School of Applied and Engineering Technology	43	3.5
Department of Informatics	43	3.5
Department of Chemistry and Environmental Sciences	40	3.2

Table 11. Undergraduate Student Respondents' Primary Major Degree Program Department/School

Department/school	<i>n</i>	%
Department of Chemical and Materials Engineering	40	3.2
Department of Mathematical Sciences	22	1.8
Department of Humanities and Social Sciences	20	1.6
Undecided	16	1.3
Department of Physics	11	0.9
Department of History	9	0.7
Missing	7	0.6

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,243$).

Less than five Graduate Student/Post-Doc respondents were enrolled in certificate programs. Table 12 indicates that, among Master's Student respondents, 67% ($n = 72$) were in their first year of their graduate degree programs, 19% ($n = 21$) were in their second year, less than five were in their third year, and less than five had been in their programs for four years or more. Among Doctoral Student respondents, 26% ($n = 17$) were in their first year of their graduate degree programs, 14% ($n = 9$) were in their second year, 26% ($n = 17$) were in their third year, and 23% ($n = 15$) had been in their programs for four years or more.

Table 12. Graduate Student/Post-Doc Respondents' Years at NJIT

Years	Master's Student respondents		Doctoral Student respondents	
	<i>n</i>	%	<i>n</i>	%
First year	72	66.7	17	26.2
Second year	21	19.4	9	13.8
Third year	< 5	---	17	26.2
Fourth year or more	< 5	---	15	23.1
Missing	11	10.2	7	10.8

Note: Table reports responses only from Graduate Student/Post-Doc respondents ($n = 178$).

Of Graduate Student/Post-Doc respondents, 31% ($n = 55$) were in the Department of Computer Science, 14% ($n = 25$) were in a program in the Department of Electrical and Computer Engineering, and 10% ($n = 18$) were in the Department of Informatics (Table 13). Less than five

Graduate Student/Post-Doc respondents indicated that they were an Albert Dorman Honors College student.

Table 13. Graduate Student/Post-Doc Respondents' Department/School

Department/school	<i>n</i>	%
Department of Computer Science	55	30.9
Department of Electrical and Computer Engineering	25	14.0
Department of Informatics	18	10.1
Department of Data Sciences	13	7.3
Department of Civil and Environmental Engineering	12	6.7
Department of Mechanical and Industrial Engineering	11	6.2
Department of Chemistry and Environmental Sciences	10	5.6
Department of Biomedical Engineering	9	5.1
Department of Mathematical Sciences	7	3.9
Department of Chemical and Materials Engineering	7	3.9
Martin Tuchman School of Management	7	3.9
School of Architecture	5	2.8
Department of Biological Sciences	< 5	---
Department of Physics	< 5	---

Note: Table reports responses only from Graduate Student/Post-Doc respondents (*n* = 178). Percentages may not sum to 100 because of multiple response choices. For a complete list of graduate departments/schools, please see Table B23 in Appendix B.

Fifteen percent (*n* = 206) of Student respondents indicated that they or their families/guardians had an annual income of \$19,999 or less. Twelve percent (*n* = 176) of Student respondents indicated an annual income between \$20,000 and \$29,999; 12% (*n* = 170) between \$30,000 and \$49,999; 10% (*n* = 148) between \$50,000 and \$69,999; 14% (*n* = 198) between \$70,000 and \$99,999; 15% (*n* = 210) between \$100,000 and \$149,999; 7% (*n* = 102) between \$150,000 and \$199,999; and 4% (*n* = 52) between \$200,000 and \$249,999. Three percent (*n* = 37) of Student respondents indicated an annual income between \$250,000 and \$499,999, and 1% (*n* = 15) had an annual income of \$500,000 or more.

Figure 12 illustrates Student respondents’ income by dependency status. Information is provided for those Undergraduate Student respondents and Graduate Student/Post-Doc respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

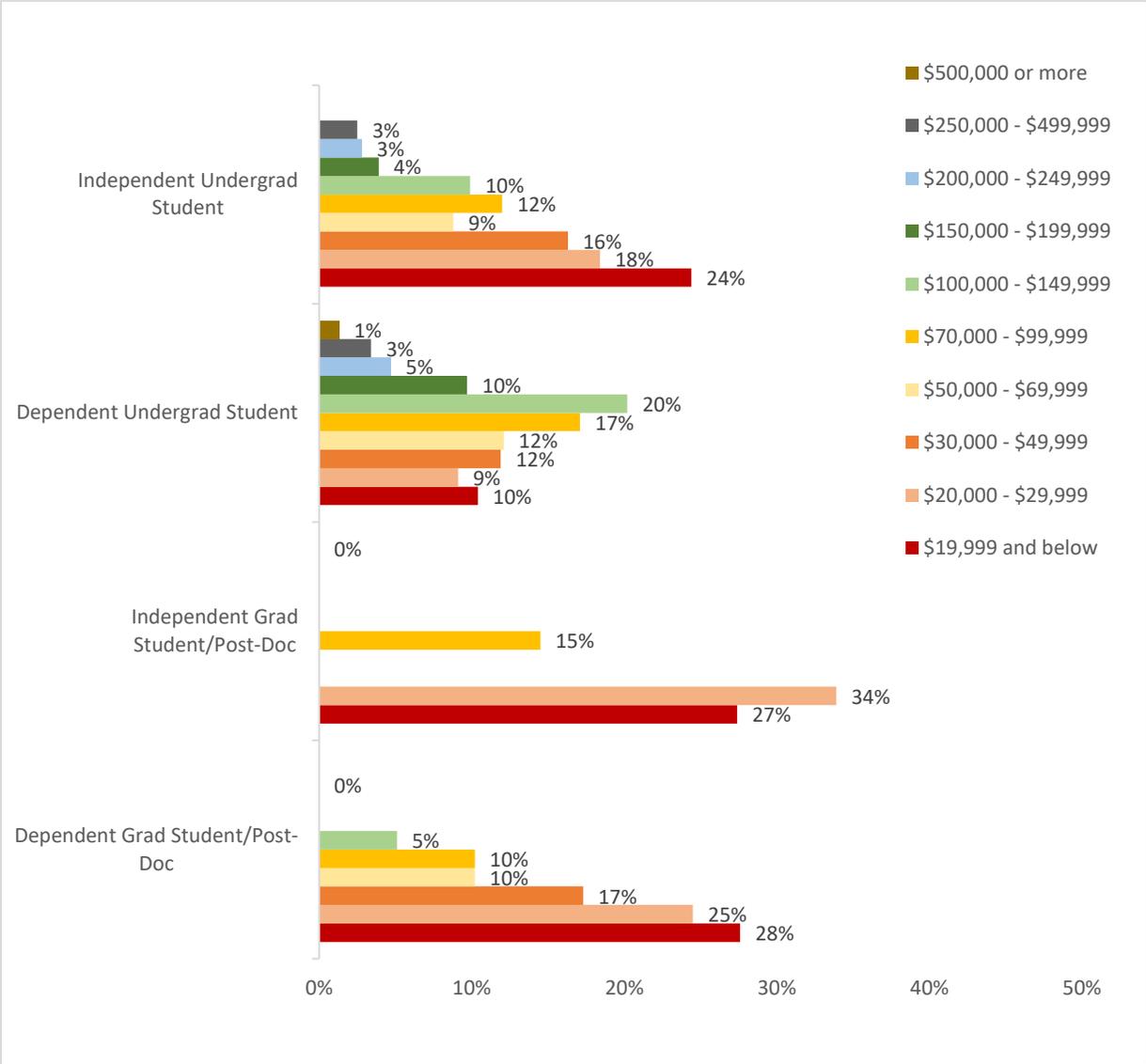


Figure 12. Student Respondents’ Income by Dependency Status (Dependent, Independent) and Student Status (%)

Seventeen percent ($n = 212$) of Undergraduate Student respondents and 47% ($n = 84$) of Graduate Student/Post-Doc respondents were employed on campus, while 24% ($n = 297$) of Undergraduate Student respondents and 8% ($n = 15$) of Graduate Student/Post-Doc respondents were employed off campus (Table 14). Of Undergraduate Student respondents who were employed on campus, 65% ($n = 138$) worked between one and 10 hours per week. Of Graduate Student/Post-Doc respondents who were employed on campus, 50% ($n = 42$) worked between 11 and 20 hours per week. Of Undergraduate Student respondents who were employed off campus, 39% ($n = 116$) worked between 11 and 20 hours per week. Of Graduate Student/Post-Doc respondents who were employed off campus, 47% ($n = 7$) worked between 31 and 40 hours per week.

Table 14. Student Employment

Employed	Undergraduate Student respondents		Graduate/Professional/Post-Doc respondents	
	<i>n</i>	%	<i>n</i>	%
No	740	59.5	77	43.3
Yes, I work on campus	212	17.1	84	47.2
1–10 hours/week	138	65.1	17	20.2
11–20 hours/week	66	31.1	42	50.0
21–30 hours/week	< 5	---	5	6.0
31–40 hours/week	< 5	---	8	9.5
More than 40 hours/week	0	0.0	< 5	---
Missing	< 5	---	8	9.5
Yes, I work off campus	297	23.9	15	8.4
1–10 hours/week	84	28.3	< 5	---
11–20 hours/week	116	39.1	0	0.0
21–30 hours/week	62	20.9	< 5	---
31–40 hours/week	18	6.1	7	46.7

Table 14. Student Employment

Employed	Undergraduate Student respondents		Graduate/Professional/ Post-Doc respondents	
	<i>n</i>	%	<i>n</i>	%
More than 40 hours/week	8	2.7	< 5	---
Missing	9	3.0	< 5	---

Note: Table reports responses only from Student respondents (*n* = 1,421).

Thirty-nine percent (*n* = 548) of Student respondents experienced financial hardship while attending NJIT, including 37% (*n* = 459) of Undergraduate Student respondents and 51% (*n* = 89) of Graduate Student/Post-Doc respondents. Of these Student respondents, 63% (*n* = 347) had difficulty affording tuition, 53% (*n* = 290) had difficulty purchasing books/course materials, 36% (*n* = 198) had difficulty affording food, 34% (*n* = 186) had difficulty affording housing, and 31% each had difficulty affording technology resources (*n* = 168) and commuting to campus (*n* = 167) (Table 15). Four percent (*n* = 22) of Student respondents indicated other financial hardships not listed in the survey and provided responses such as “Everything,” “Family member medical emergency,” “Health care for dependents,” “Parking Pass, over 300 per semester is rough,” and “Summer Courses.”

Table 15. Student Respondents Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Tuition	347	63.3
Books/course materials	290	52.9
Food	198	36.1
Housing	186	33.9
Technology resources (e.g., internet access, computer hardware, computer software)	168	30.7
Commuting to campus	167	30.5
Other campus fees	133	24.3
Travel to and from NJIT (e.g., returning home during break)	89	16.2
Health care	77	14.1
Participation in social events	67	12.2
Unpaid internships/research opportunities	53	9.7
Studying abroad	51	9.3

Table 15. Student Respondents Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Cocurricular events or activities	47	8.6
Alternative spring breaks	46	8.4
Travel during mandatory evacuation	16	2.9
Child care	9	1.6
A financial hardship not listed here	22	4.0

Note: Table reports responses only of Student respondents who indicated on the survey that they experienced financial hardship (*n* = 548).

Table 16 depicts how students were paying for college. Fifty percent (*n* = 703) of Student respondents depended on family contributions to pay for their education at NJIT. Thirty-two percent (*n* = 458) of Student respondents relied on loans to pay for their education. Twenty-eight percent (*n* = 403) of Student respondents used grants (e.g., Pell) to pay for college.

Table 16. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Family contribution	703	49.5
Loans	458	32.2
Grant (e.g., Pell)	403	28.4
Non-need-based scholarship (e.g., merit, ROTC)	365	25.7
Personal contribution/job	203	14.3
Credit card	167	11.8
Need-based scholarship (e.g., Gates)	158	11.1
Campus employment	134	9.4
Graduate assistantship/research assistantship	53	3.7
Employer tuition reimbursement/assistance	25	1.8
Resident assistant	17	1.2
Military educational benefits (e.g., GI Bill, NGEAP)	11	0.8
NJ Tuition Benefits for Unemployed Persons	11	0.8
Home country contribution	8	0.6
Fellowship	5	0.4
A method of payment not listed here	54	3.8

Note: Table reports responses only from Student respondents (*n* = 1,421).

Table 17 illustrates some differences in the ways in which Student respondents were paying for college based on their income status⁵⁶ or first-generation status.

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

Source of funding	Low-Income Student respondents		Not-Low-Income Student respondents		First-Generation Student respondents		Not-First-Generation Student respondents	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Family contribution	107	28.0	552	59.2	194	36.0	508	58.7
Loans	123	32.2	310	33.3	181	33.6	275	31.8
Grants (e.g., Pell)	165	43.2	217	23.3	245	45.5	155	17.9

Note: Table reports responses only from Student respondents (*n* = 1,421).

Seventy-one percent (*n* = 1,007) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent), and 26% (*n* = 367) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Three percent (*n* = 47) of Student respondents did not indicate whether they received such support from a family member/guardian. Subsequent analyses indicated that 42% (*n* = 159) of Low-Income Student respondents, 20% (*n* = 186) of Not-Low-Income Student respondents, 35% (*n* = 183) of First-Generation Student respondents, and 22% (*n* = 181) of Not-First-Generation Student respondents were financially independent.

⁵⁶ With the CCWG’s approval, Low-Income Student respondents were identified as those students whose families earn less than \$30,000 annually.

Of the Undergraduate Students who completed the survey, 45% ($n = 562$) lived in campus housing, 53% ($n = 656$) lived in non-campus housing, and 1% ($n = 13$) identified as housing insecure (Table 18). One percent ($n = 12$) of Undergraduate Student respondents did not indicate where they lived.

Table 18. Undergraduate Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	562	45.2
Laurel Hall	116	20.6
Cypress Hall	111	19.8
Honors Hall	92	16.4
Redwood Hall	41	7.3
Oak Hall	35	6.2
23 Greek Way	7	1.2
7 Greek Way	< 5	---
13 Greek Way	< 5	---
17 Greek Way	< 5	---
11 Greek Way	< 5	---
Missing	148	26.3
Non-campus housing	656	52.8
Living with family member/guardian	459	70.0
Independently in an apartment/house	70	10.7
21 Greek Way	< 5	---
5 Greek Way	0	0.0
Moved to another residence temporarily due to COVID-19 pandemic	0	0.0
Missing	125	19.1
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	13	1.0
Missing	12	1.0

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,243$).

Of the Graduate Student/Post-Docs completing the survey, 3% ($n = 6$) lived in campus housing, 96% ($n = 170$) lived in non-campus housing, and less than five identified as housing insecure (Table 19).

Table 19. Graduate Student/Post-Doc Respondents' Residence

Residence	<i>n</i>	%
Campus housing	6	3.4
Laurel Hall	< 5	---
Cypress Hall	0	0.0
Honors Hall	0	0.0
Redwood Hall	0	0.0
Oak Hall	< 5	---
23 Greek Way	0	0.0
7 Greek Way	0	0.0
13 Greek Way	0	0.0
17 Greek Way	0	0.0
11 Greek Way	0	0.0
Missing	< 5	---
Non-campus housing	170	95.5
Independently in an apartment/house	103	60.6
Living with family member/guardian	32	18.8
21 Greek Way	< 5	---
5 Greek Way	0	0.0
Moved to another residence temporarily due to COVID-19 pandemic	0	0.0
Missing	34	20.0
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	< 5	---
Missing	0	0.0

Note: Table reports responses only from Graduate Student/Post-Doc respondents ($n = 178$).

Nineteen percent ($n = 266$) of Student respondents participated in cultural and spiritual organizations, and 16% each were involved with special interest organizations ($n = 229$) and professional/academic organizations ($n = 220$). Thirty-four percent ($n = 479$) of Student respondents did not participate in any clubs or organizations at NJIT (Table 20).

Table 20. Student Respondents' Participation in Clubs/Organizations at NJIT

Club/organization	<i>n</i>	%
I do not participate in any clubs or organizations at NJIT.	479	33.7
Cultural and Spiritual (e.g., Black Student Association, Intersarsity Christian Fellowship, Muslim Student Association)	266	18.7
Special Interest (e.g., Art Club, NJIT Filmmaking, Maker Club)	229	16.1
Professional/Academic (e.g., American Chemical Society, Institute of Electrical and Electronics Engineers, Society of Women Engineers)	220	15.5
Athletics (e.g., Archery Club, Cheerleaders, Ultimate Frisbee)	185	13.0
Competitive Non-Sports Team (e.g., NJIT Esports, Highlander Chess Club, Robotics)	142	10.0
Councils and Committees (e.g., Student Senate, Student Activities Council, Senior Class)	131	8.5
Performing Arts and Media (e.g., Gigabeats, Ehsaas Dance Team, Vector)	82	5.8
Departmental (e.g., Actuarial Society, Biology Society, Society of Physics Students)	81	5.7
Graduate Student Organizations (e.g., Graduate Student Organization, Graduate Biomedical Engineering Society, Sanskar)	79	5.6
Civic Engagement/Advocacy (e.g., Amnesty International, Circle K, Highlanderthon)	67	4.7
Social Fraternities and Sororities (e.g., Delta Phi Epsilon, Lambda Tau Omega, Pi Kappa Phi)	62	4.4
Honor Societies (e.g., Order of Omega, Omega Chi Epsilon, Omicron Delta Kappa)	37	2.6
Professional and Service Fraternities (e.g., Alpha Kappa Psi, Alpha Phi Omega, Theta Tau)	31	2.2
A student organization not listed above	110	7.7

Note: Table reports responses only from Student respondents ($n = 1,421$).

Table 21 shows that most Student respondents were in their first semester at NJIT and thus had no GPA at the time of the survey. Of the Student respondents who had a GPA, most indicated that they earned passing grades. Thirty-one percent ($n = 446$) indicated that they earned above a 3.5 grade point average (GPA).

Table 21. Student Respondents' Reported Cumulative GPA at the End of Last Semester

Grade Point Average (GPA)	Undergraduate Student respondents		Graduate Student/Post-Doc respondents	
	<i>n</i>	%	<i>n</i>	%
No GPA at the time – first semester at NJIT	572	46.0	66	37.1
3.75–4.00	227	18.3	58	32.6
3.50–3.74	139	11.2	22	12.4
3.25–3.49	102	8.2	22	12.4
3.00–3.24	93	7.5	7	3.9
2.75–2.99	51	4.1	< 5	---
2.50–2.74	24	1.9	0	0.0
2.25–2.49	15	1.2	0	0.0
2.00–2.24	6	0.5	0	0.0
Below 2.00	8	0.6	0	0.0
Missing	6	0.5	< 5	---

Note: Table reports responses only from Student respondents ($n = 1,421$).

The survey queried respondents about their commute to campus. Table 22 indicates that 20% ($n = 379$) of respondents commuted 10 or less minutes to campus, 10% ($n = 177$) commuted between 11 and 20 minutes to campus, and 18% each commuted between 21 and 30 minutes to campus ($n = 340$) and 31 to 40 minutes to campus ($n = 331$).

Table 22. Respondents' One-Way Commute Time to Campus

Minutes	Student respondents		Faculty/Staff respondents	
	<i>n</i>	%	<i>n</i>	%
10 or less	366	25.8	13	3.0
11–20	115	8.1	62	14.1
21–30	242	17.0	98	22.3
31–40	245	17.2	86	19.6
41–50	144	10.1	67	15.3
51–60	97	6.8	39	8.9
60 or more	161	11.3	63	14.4
Missing	51	3.6	11	2.5

Figure 13 illustrates that 44% ($n = 524$) of Undergraduate Student respondents, 70% ($n = 79$) of Faculty/Instructional Staff respondents, and 84% ($n = 266$) of Staff respondents indicated that their personal vehicles were their primary method of transportation to campus. Thirty-one percent ($n = 54$) of Graduate Student/Post-Doc respondents indicated that public transportation was their primary method of transportation to campus. Twenty-six percent ($n = 307$) of Undergraduate Student respondents and 42% ($n = 73$) of Graduate Student/Post-Doc respondents walked to NJIT.

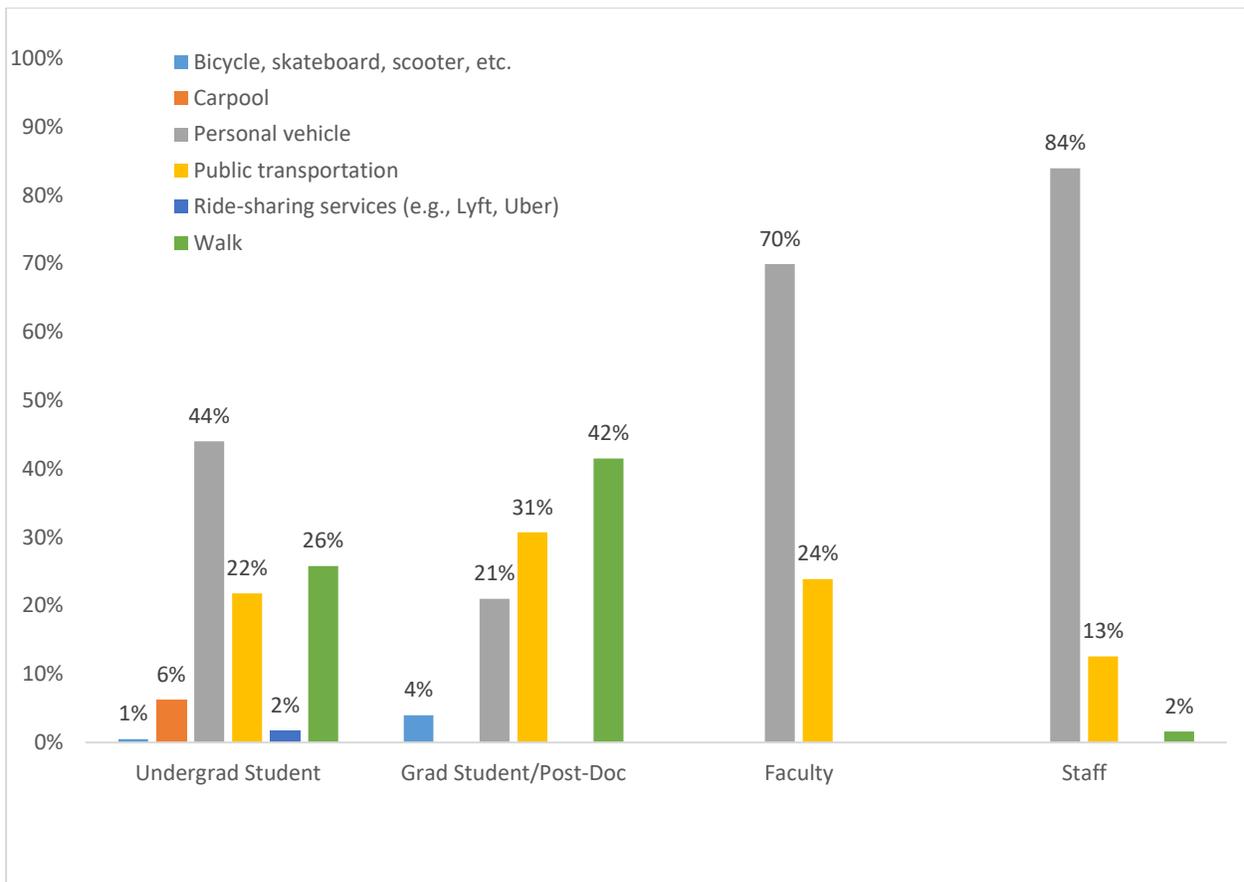


Figure 13. Respondents' Primary Methods of Transportation to Campus (%)

Campus Climate Assessment Findings⁵⁷

The following section reviews the major findings of this study.⁵⁸ The review explores the climate at NJIT through an examination of respondents’ personal experiences; their general perceptions of campus climate; and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents’ confidentiality.

Comfort With the Climate at NJIT

The survey posed questions regarding respondents’ levels of comfort with NJIT’s campus climate. Table 23 illustrates that 70% ($n = 1,299$) of the survey respondents were “very comfortable” or “comfortable” with the overall climate at NJIT.

Table 23. Respondents’ Comfort With the Climate at NJIT

Level of comfort	Comfort with overall climate	
	<i>n</i>	%
Very comfortable	329	17.7
Comfortable	970	52.2
Neither comfortable nor uncomfortable	393	21.1
Uncomfortable	127	6.8
Very uncomfortable	40	2.2

Sixty-one percent ($n = 71$) of Faculty/Instructional Staff respondents were “very comfortable” or “comfortable” with the climate in their academic unit. Sixty-five percent ($n = 204$) of Staff respondents felt “very comfortable” or “comfortable” with the climate in their division. Seventy-five percent ($n = 240$) of Staff respondents were “very comfortable” or “comfortable” with the climate regarding day-to-day interactions in their work unit.

⁵⁷ Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

⁵⁸ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the number of respondents who answered an individual item).

Table 24. Respondents' Comfort With the Climate at NJIT

Level of comfort	Comfort with climate in academic unit*		Comfort with climate in division**		Comfort with climate regarding day-to-day interactions in work unit**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	34	29.3	70	22.4	102	31.7
Comfortable	37	31.9	134	42.8	138	42.9
Neither comfortable nor uncomfortable	13	11.2	61	19.5	51	15.8
Uncomfortable	16	13.8	43	13.7	26	8.1
Very uncomfortable	16	13.8	5	1.6	5	1.6

*Responses only from Faculty/Instructional Staff respondents (*n* = 116).

**Responses only from Staff respondents (*n* = 323).

Sixty-nine percent (*n* = 1,050) of Student and Faculty/Instructional Staff respondents were “very comfortable” or “comfortable” with the classroom climate at NJIT.

Table 25. Student/Faculty/Instructional Staff Respondents' Comfort With the Classroom Climate at NJIT

Level of comfort	<i>n</i>	%
Very comfortable	261	17.0
Comfortable	789	51.5
Neither comfortable nor uncomfortable	362	23.6
Uncomfortable	97	6.3
Very uncomfortable	24	1.6

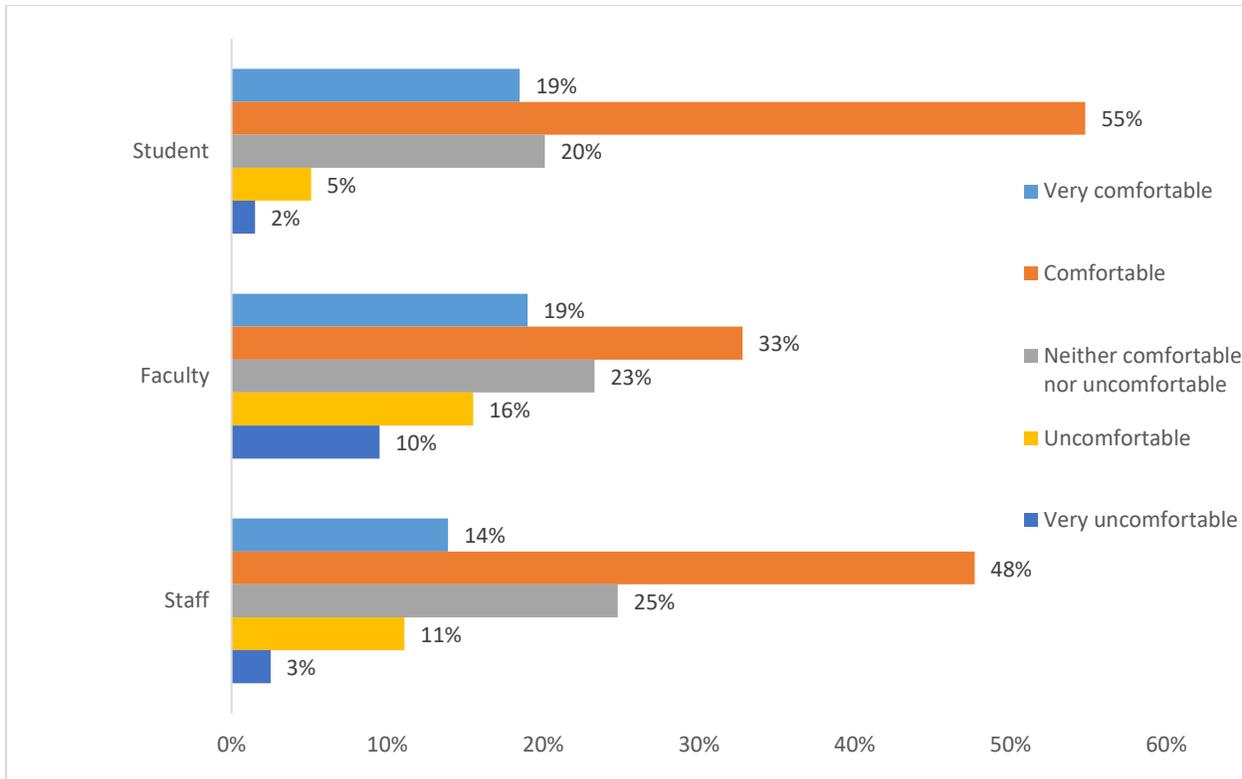
Note: Table includes responses only from those respondents who indicated that they were Students or Faculty/Instructional Staff in Question 1 (*n* = 1,537).

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.⁵⁹

Figure 14 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a higher percentage of Student respondents (55%, *n* = 778) and Staff respondents (48%, *n* = 154) than

⁵⁹ Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

Faculty/Instructional Staff respondents (33%, $n = 38$) felt “comfortable” with the overall climate at NJIT. Additionally, a lower percentage of Student respondents (5%, $n = 73$) than Faculty/Instructional Staff respondents (16%, $n = 18$) and Staff respondents (11%, $n = 36$) felt “uncomfortable” with the overall climate at NJIT. Lastly, a higher percentage of Faculty/Instructional Staff respondents (10%, $n = 11$) than Staff respondents (3%, $n = 8$) and Student respondents (2%, $n = 21$) felt “very uncomfortable” with the overall climate at NJIT.ⁱ

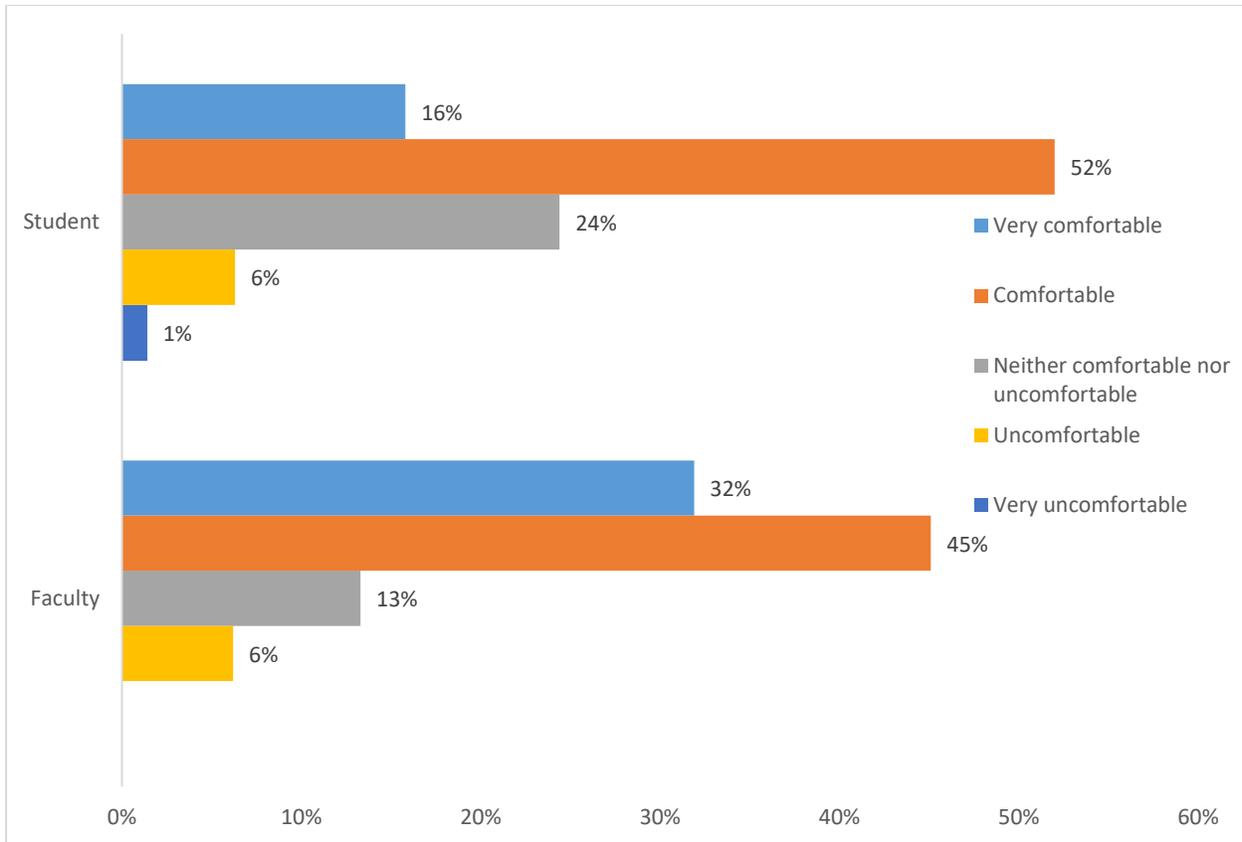


Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Respondents’ Comfort With Overall Climate by Position Status (%)

No significant differences emerged between Tenured/Tenure-Track Faculty respondents and Instructional Staff respondents regarding their comfort levels with the climate in their academic unit (i.e., Department, HCAD, or MTSM) at NJIT. Additionally, no significant differences emerged between Salary Staff respondents and Hourly Staff respondents regarding their comfort levels with the climates in either their division at NJIT or their day-to-day interactions in their work units.

When analyzed by position status, significant differences emerged with respect to level of comfort with the classroom climate at NJIT (Figure 15). Lower percentages of Student respondents (16%, $n = 225$) than Faculty/Instructional Staff respondents (32%, $n = 36$) were “very comfortable” with the climate in their classes. A higher percentage of Student respondents (24%, $n = 347$) than Faculty/Instructional Staff respondents (13%, $n = 15$) indicated that they were “neither comfortable nor uncomfortable” with the classroom climate at NJIT.ⁱⁱ



Note: Responses with $n < 5$ are not presented in the figure.

Figure 15. Faculty/Instructional Staff and Student Respondents’ Comfort With Classroom Climate by Position Status (%)

By gender identity,⁶⁰ 15% ($n = 112$) of Women respondents compared with 21% ($n = 211$) of Men respondents felt “very comfortable” with the overall climate at NJIT (Figure 16). Twenty-

⁶⁰ With the CCWG’s approval, gender identity was recoded into the categories Men ($n = 1,016$), Women ($n = 766$), and Trans-spectrum ($n = 38$), where Trans-spectrum respondents included those individuals who marked

three percent ($n = 176$) of Women respondents compared with 19% ($n = 190$) of Men respondents were “neither comfortable nor uncomfortable” with the overall climate at NJIT.ⁱⁱⁱ

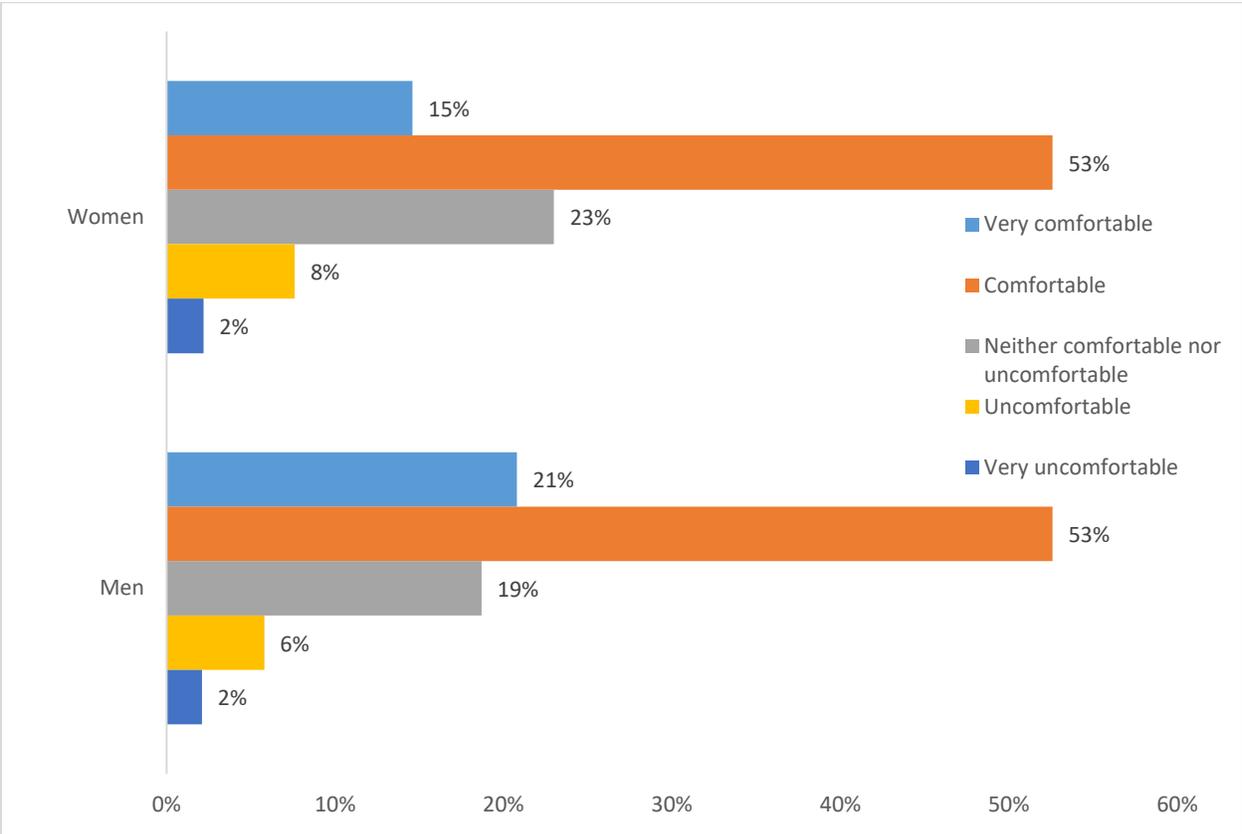
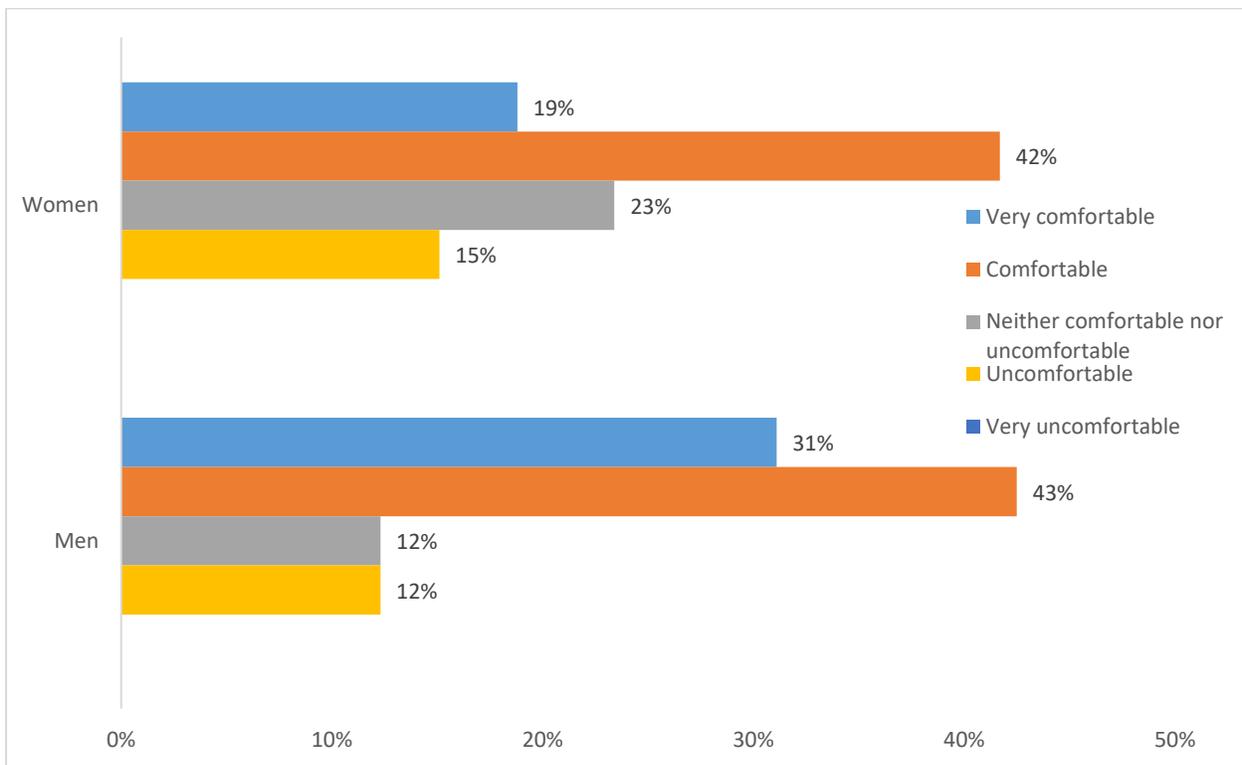


Figure 16. Respondents’ Comfort With Overall Climate by Gender Identity (%)

“genderqueer/nonbinary” or “transgender” for the question, “What is your current gender/gender identity?” Trans-spectrum respondents were not included in analyses to maintain the confidentiality of their responses.

For Faculty/Instructional Staff respondents, no significant differences emerged by gender identity regarding their comfort levels with the climate in their academic unit (i.e., Department, HCAD, or MTSM) at NJIT.

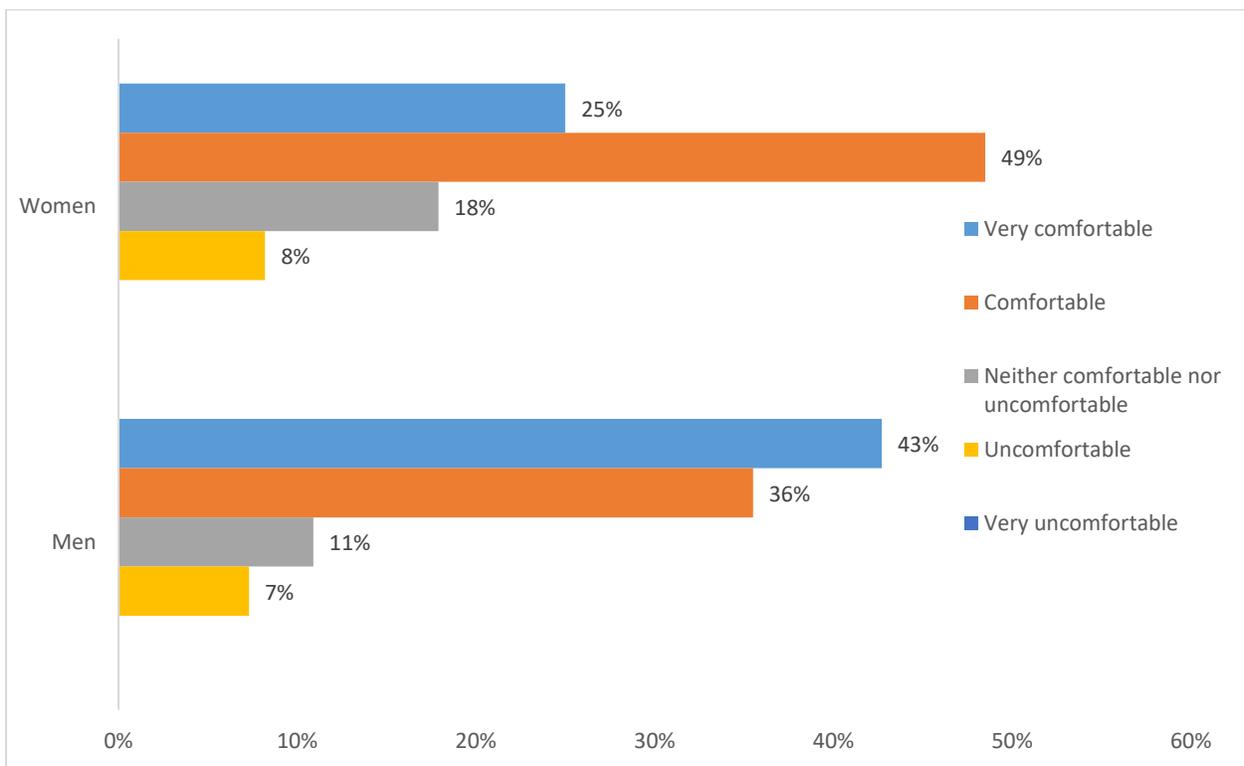
A lower percentage of Women Staff respondents (19%, $n = 36$) than Men Staff respondents (31%, $n = 33$) felt “very comfortable” with the climate in their division at NJIT (Figure 17). Compared with 12% ($n = 13$) of Men Staff respondents, 23% ($n = 45$) of Women Staff respondents were “neither comfortable nor uncomfortable” with the climate in their division at NJIT.^{iv}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Staff Respondents’ Comfort With Climate in Their Division by Gender Identity (%)

A lower percentage of Women Staff respondents (25%, $n = 49$) than Men Staff respondents (43%, $n = 47$) felt “very comfortable” with the climate regarding the day-to-day interactions in their work unit (Figure 18). Forty-nine percent ($n = 95$) of Women Staff respondents, compared with 36% ($n = 39$) of Men Staff respondents, felt “comfortable” with the climate regarding day-to-day interactions in their work unit. Additionally, although the numbers of Women Staff respondents and Men Staff respondents were each less than five, a statistically higher percentage of Men Staff respondents indicated that they felt “very uncomfortable” with the climate regarding day-to-day interactions in their work unit.^v



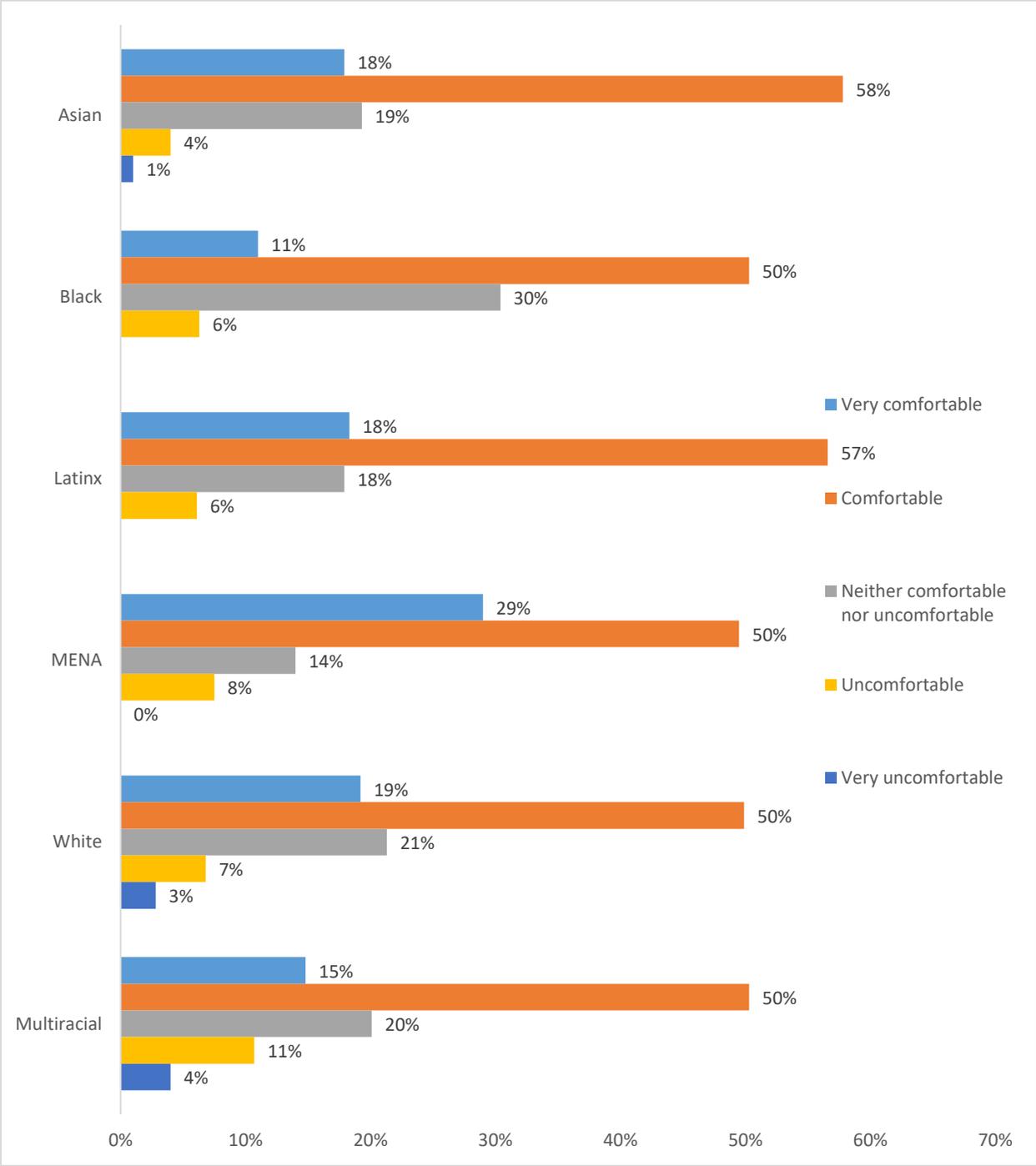
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Staff Respondents’ Comfort With Climate in Regarding Day-to-Day Interactions by Gender Identity (%)

No significant differences emerged by gender identity for Faculty/Instructional Staff respondents and Student respondents regarding their comfort levels with the classroom climate at NJIT.

By racial identity,⁶¹ 29% ($n = 27$) of MENA respondents, compared with 11% ($n = 21$) of Black respondents, were “very comfortable” with the overall climate at NJIT (Asian respondents [18%, $n = 89$], Latinx respondents [18%, $n = 51$], White respondents [19%, $n = 104$]; and Multiracial respondents [15%, $n = 22$] were not statistically different from the other groups). Additionally, a higher percentage of Black respondents (30%, $n = 58$) than Asian respondents (19%, $n = 96$), Latinx respondents (18%, $n = 50$), and MENA respondents (14%, $n = 13$) were “neither comfortable nor uncomfortable” with the overall climate at NJIT (White respondents [21%, $n = 115$] and Multiracial respondents [20%, $n = 30$] were not statistically different from the other groups). Lastly, 11% ($n = 16$) of Multiracial respondents, compared with 4% ($n = 20$) of Asian respondents, were “uncomfortable” with the overall climate at NJIT (Black respondents [6%, $n = 12$], Latinx respondents [6%, $n = 17$], MENA respondents [8%, $n = 7$], and White respondents [7%, $n = 37$] were not statistically different from the other groups) (Figure 19).^{vi}

⁶¹ With the CCWG’s approval, racial identity was collapsed into seven categories (White, Asian, Black, I&PI, Latinx, MENA, and Multiracial). For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian, Black, I&PI, Latinx, and MENA respondents were collapsed into one People of Color category.

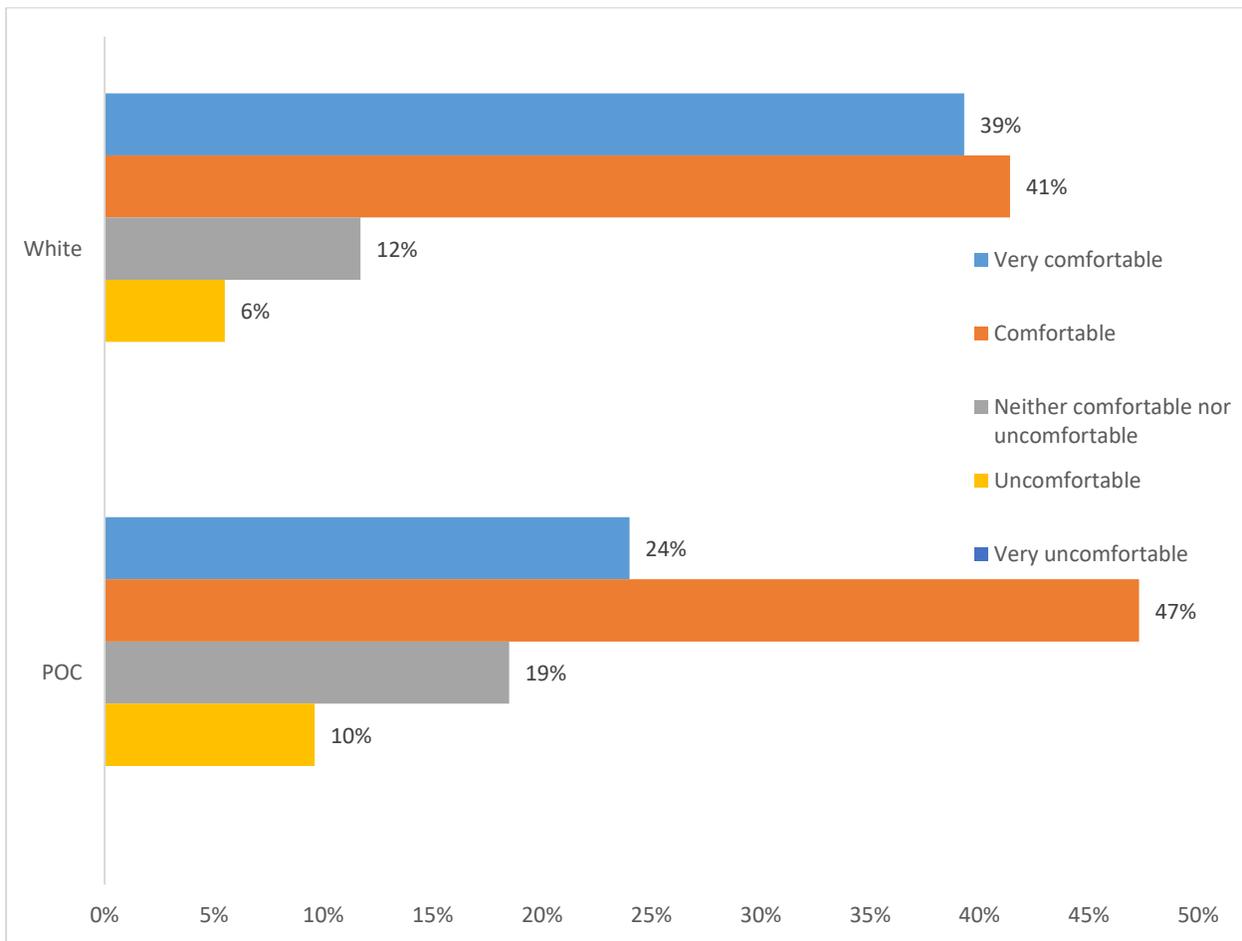


Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Respondents' Comfort With Overall Climate by Racial Identity (%)

Significance testing did not reveal any differences for Faculty/Instructional Staff respondents by racial identity regarding their comfort with the climate in their academic unit (i.e., Department, HCAD, or MTSM). In addition, analyses did not reveal differences for Staff respondents by racial identity regarding the climate in their division at NJIT.

Figure 20 illustrates that a lower percentage of People of Color Staff respondents (24%, $n = 35$) compared with White Staff respondents (39%, $n = 57$) was “very comfortable” with the climate regarding their day-to-day interactions in their work unit.^{vii}

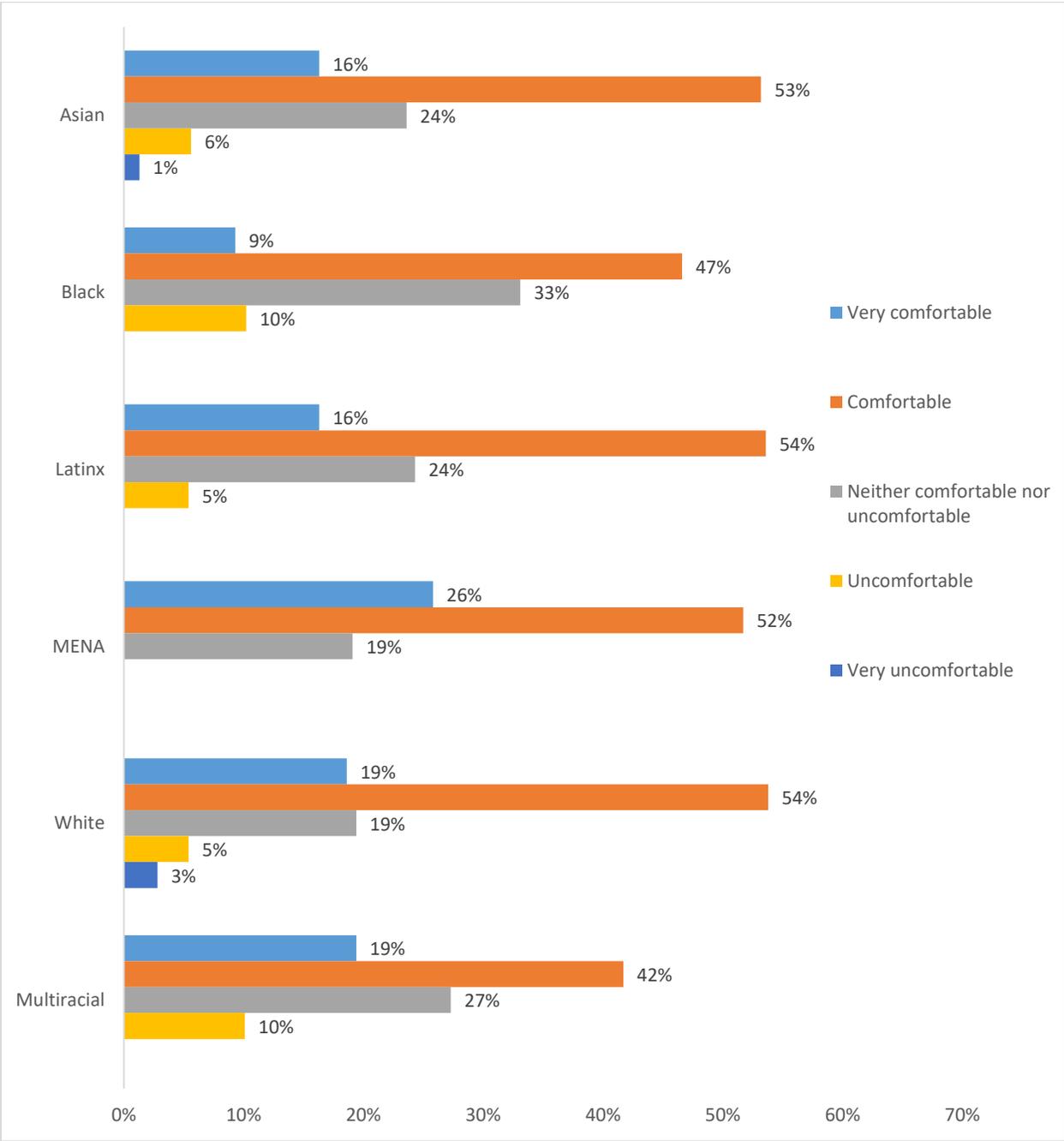


Note: Responses with $n < 5$ are not presented in the figure.

Figure 20. Staff Respondents’ Comfort With Climate Regarding Day-to-Day Interactions in Work Unit by Racial Identity (%)

As illustrated in Figure 21, a higher percentage of MENA Faculty/Instructional Staff and Student respondents (26%, $n = 23$) than Black Faculty/Instructional Staff and Student respondents (9%, $n = 11$) was “very comfortable” with the classroom climate at NJIT (Asian Faculty/Instructional Staff and Student respondents [16%, $n = 78$], Latinx Faculty/Instructional Staff and Student respondents [16%, $n = 39$], White Faculty/Instructional Staff and Student respondents [19%, $n = 73$], and Multiracial Faculty/Instructional Staff and Student respondents [19%, $n = 27$] were not statistically significant from other racial identity groups). Additionally, a higher percentage of Black Faculty/Instructional Staff and Student respondents (33%, $n = 39$) than White Faculty/Instructional Staff and Student respondents (19%, $n = 76$) were neither comfortable nor uncomfortable with the classroom climate (Asian Faculty/Instructional Staff and Student respondents [24%, $n = 113$], Latinx Faculty/Instructional Staff and Student respondents [24%, $n = 58$], MENA Faculty/Instructional Staff and Student respondents [19%, $n = 17$], and Multiracial

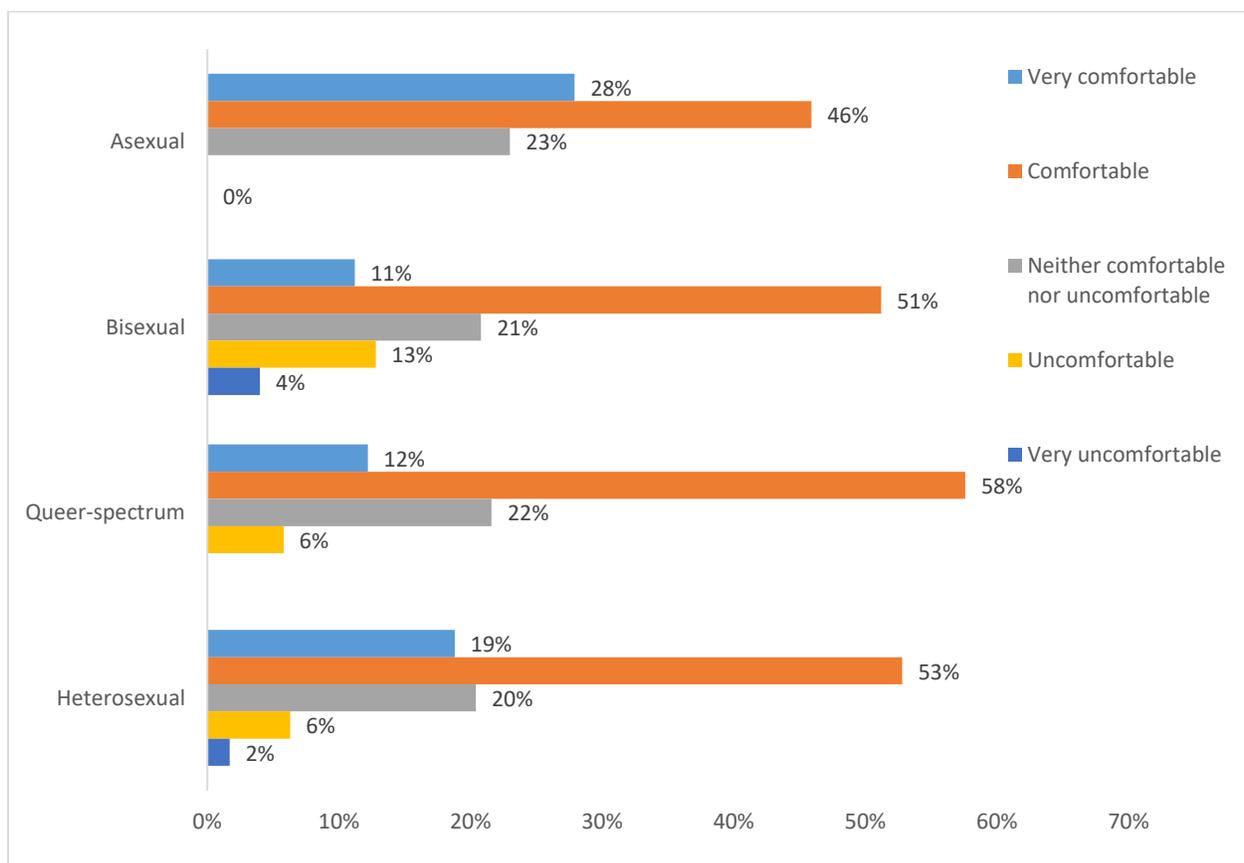
Faculty/Instructional Staff and Student respondents [27%, $n = 38$] were not statistically significant from other racial identity groups).^{viii}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Faculty/Instructional Staff and Student Respondents' Comfort With the Classroom Climate by Racial Identity (%)

The survey revealed a significant difference in respondents’ level of comfort with the overall climate based on sexual identity⁶² (Figure 22). A higher percentage of Asexual respondents (28%, $n = 17$) than Bisexual respondents (11%, $n = 14$) and Queer-spectrum respondents (12%, $n = 17$) felt “very comfortable” with the overall climate at NJIT (Heterosexual respondents [19%, $n = 252$] were not statistically different from the other groups). Compared with Heterosexual respondents (6%, $n = 85$), a higher percentage of Bisexual respondents (13%, $n = 16$) felt “uncomfortable” with the overall climate at NJIT (Asexual respondents [$n < 5$] and Queer-spectrum respondents [6%, $n = 8$] were not statistically different from the other groups).^{ix}



Note: Responses with $n < 5$ are not presented in the figure.

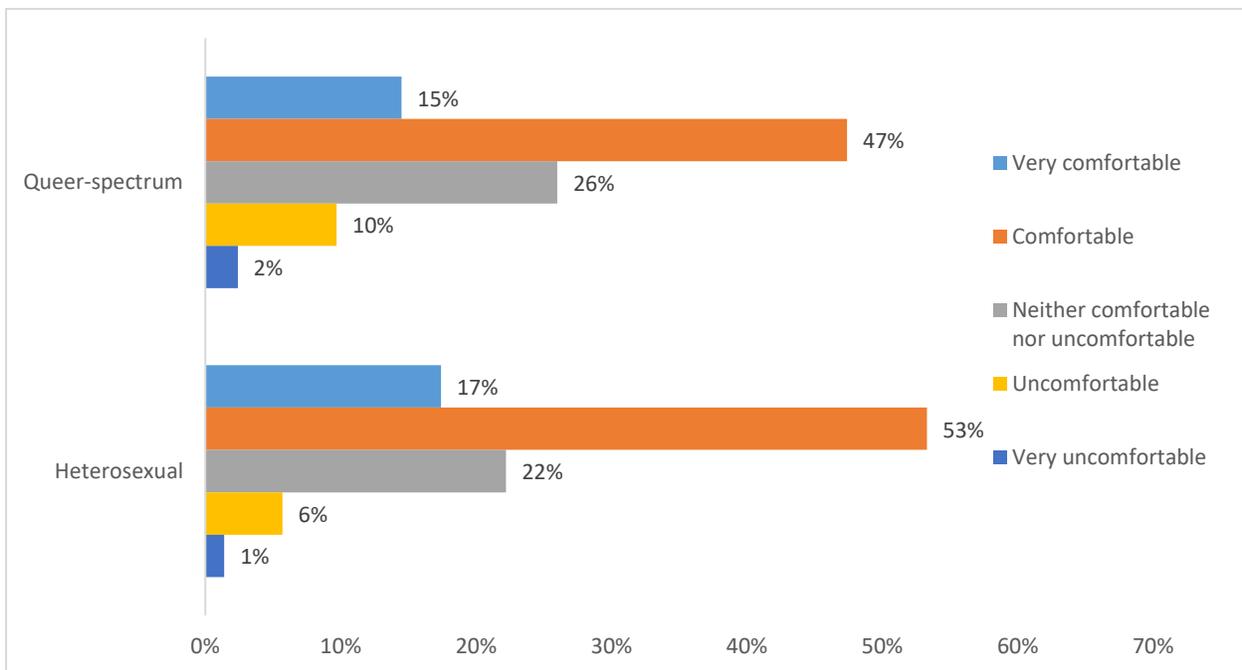
Figure 22. Respondents’ Comfort With Overall Climate by Sexual Identity (%)

⁶² With the CCWG’s approval, sexual identity was collapsed into four categories (Asexual, Bisexual, Queer-spectrum, and Heterosexual). For the purposes of some analyses, this report further collapses sexual identity into two categories (Queer-spectrum and Heterosexual), where the Asexual, Bisexual, and Queer-spectrum respondents were collapsed into one Queer-spectrum category.

Significance testing could not be conducted for Faculty/Instructional Staff respondents by sexual identity regarding their comfort in their academic unit owing to the sample’s low response rates in some of the demographic categories.

No significant differences emerged by sexual identity for Staff respondents regarding their comfort levels with the climate in their division. Additionally, no significant differences emerged by sexual identity for Staff respondents regarding their day-to-day interactions in their work unit.

The survey revealed a significant difference in Student and Faculty/Instructional Staff respondents’ level of comfort with the classroom climate based on sexual identity (Figure 23). A higher percentage of Queer-spectrum Faculty/Instructional Staff and Student respondents (10%, $n = 28$) compared with Heterosexual Faculty/Instructional Staff and Student respondents (6%, $n = 63$) felt “uncomfortable” with the climate in their classes.^x



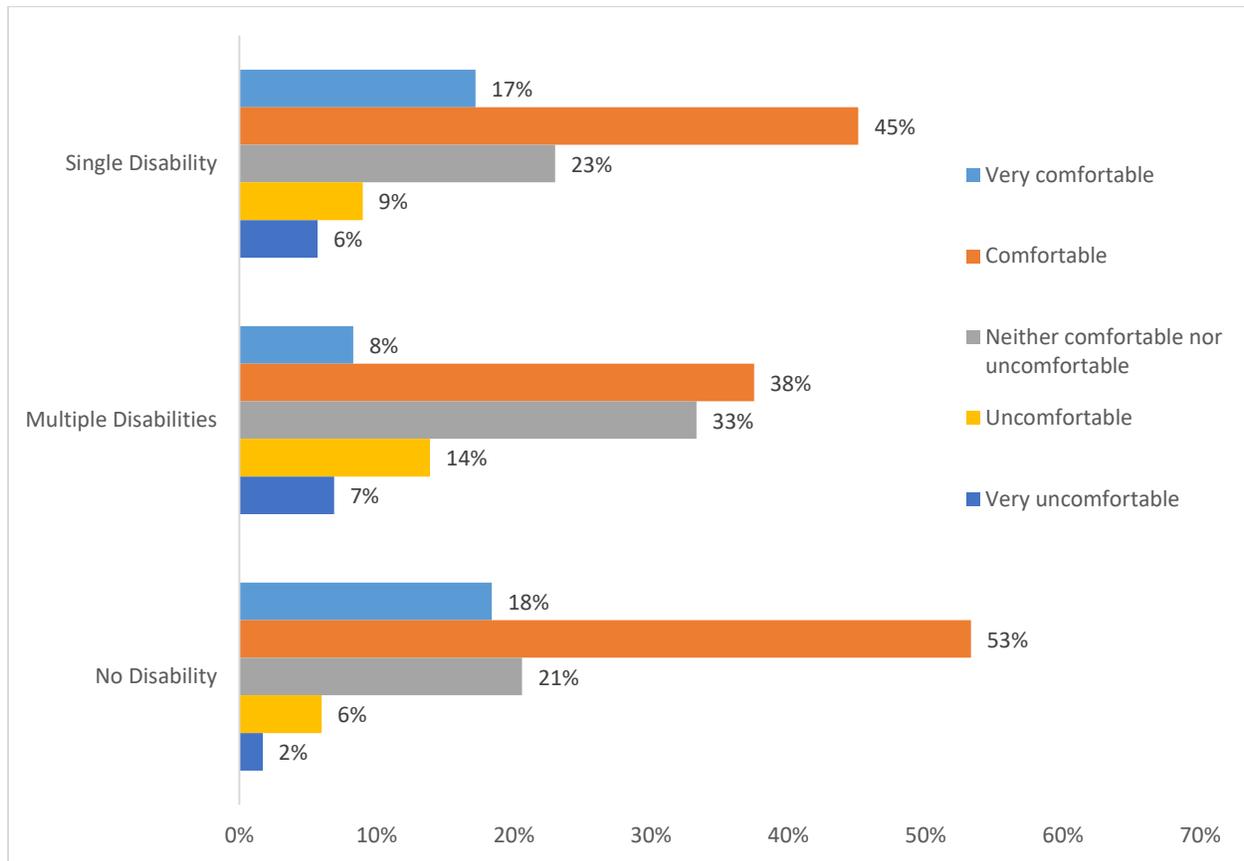
Note: Responses with $n < 5$ are not presented in the figure.

Figure 23. Faculty/Instructional Staff and Student Respondents’ Comfort With Classroom Climate by Sexual Identity (%)

Significant differences existed by disability status.⁶³ Figure 24 illustrates that a lower percentage of Respondents with Multiple Disabilities (38%, $n = 27$) compared with Respondents with No Disability (53%, $n = 871$) were “comfortable” with the overall climate at NJIT (Respondents with a Single Disability [45%, $n = 55$] were not statistically different from the other groups). Additionally, a higher percentage of Respondents with Multiple Disabilities (33%, $n = 24$) than Respondents with No Disability (21%, $n = 336$) were “neither comfortable nor uncomfortable” with the overall climate at NJIT (Respondents with a Single Disability [23%, $n = 28$] were not statistically different from the other groups). Fourteen percent ($n = 10$) of Respondents with Multiple Disabilities, compared with 6% ($n = 98$) of Respondents with No Disability, were “uncomfortable” with the overall climate at NJIT (Respondents with a Single Disability [9%, $n = 11$] were not statistically different from the other groups). Higher percentages of Respondents with Multiple Disabilities (7%, $n = 5$) and Respondents with a Single Disability (6%, $n = 7$) were

⁶³ With the CCWG’s approval, disability status was collapsed into three categories (No Disability, Single Disability, and Multiple Disabilities). Individuals who did not specify their disability(ies)/condition(s) were recoded as Missing. For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category.

“very uncomfortable” with the overall climate at NJIT than Respondents with No Disability (2%, $n = 27$).^{xi}



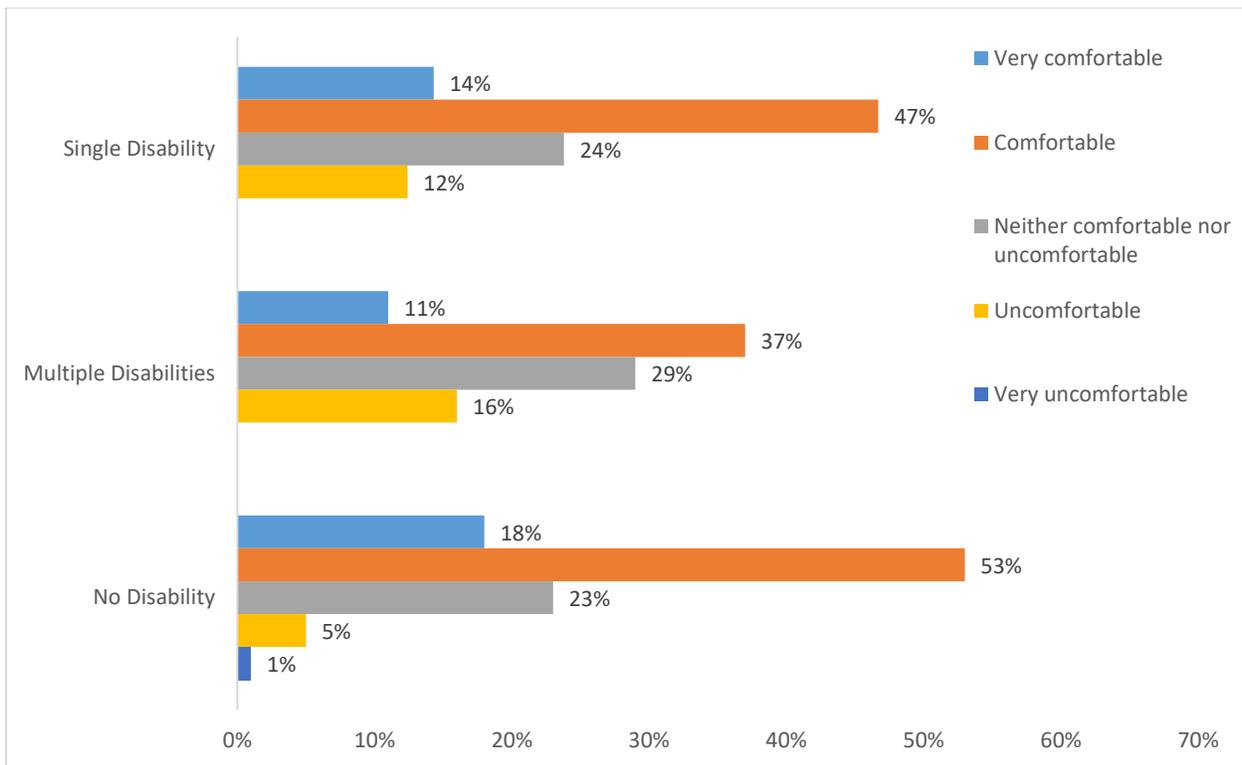
Note: Responses with $n < 5$ are not presented in the figure.

Figure 24. Respondents’ Comfort With Overall Climate by Disability Status (%)

Significance testing could not be conducted for Faculty/Instructional Staff respondents by disability status regarding their comfort in their academic unit owing to the sample’s low response rates in some of the demographic categories. In addition, low response rates in some of the demographic categories prevented significance testing for Staff respondents by disability status regarding their comfort with the climate in their division and the climate regarding their day-to-day interactions in their work unit.

Figure 25 illustrates that a lower percentage of Faculty/Instructional Staff and Student respondents with No Disability (5%, $n = 71$), compared with Faculty/Instructional Staff and

Student respondents with a Single Disability (12%, $n = 13$) and Faculty/Instructional Staff and Student respondents with Multiple Disabilities (16%, $n = 10$), were “uncomfortable” with the classroom climate at NJIT. Compared with Faculty/Instructional Staff and Student respondents with Multiple Disabilities ($n < 5$), a lower percentage of Faculty/Instructional Staff and Staff respondents with No Disability 1% ($n = 17$) were “very uncomfortable” with the classroom climate at NJIT (Respondents with a Single Disability [$n < 5$] were not statistically different from the other groups).^{xii}

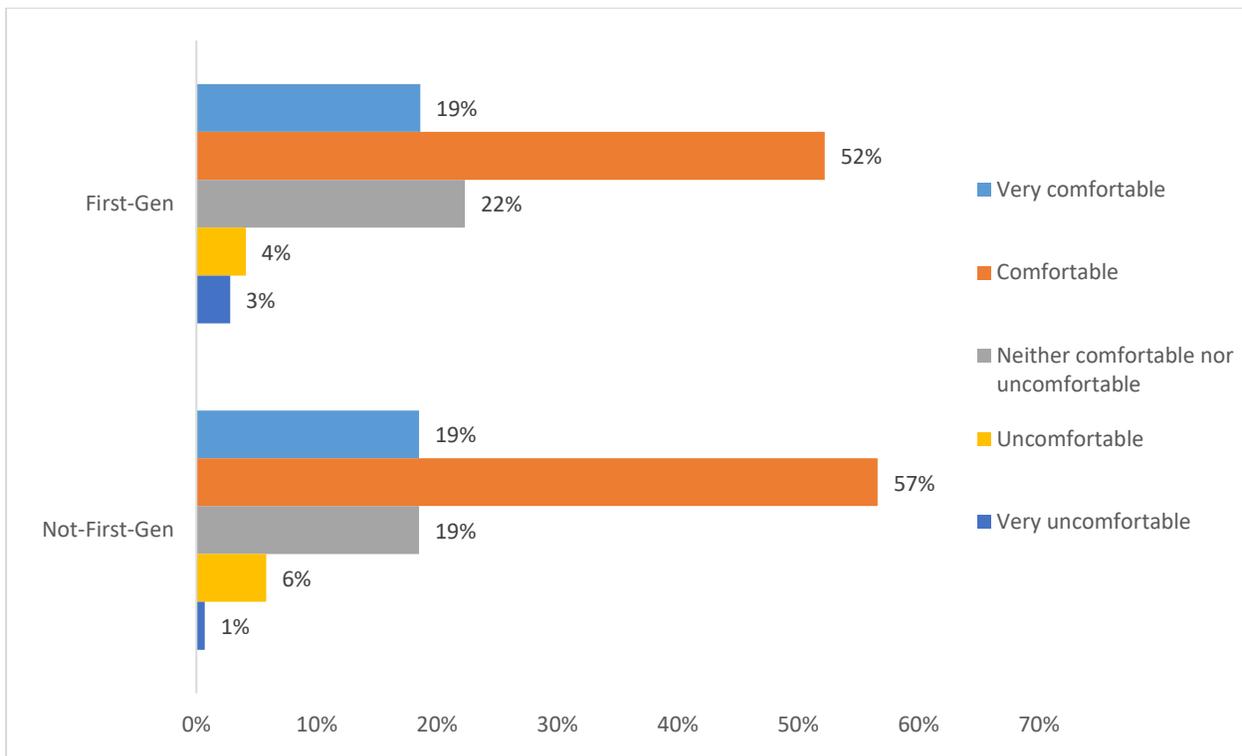


Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Faculty/Instructional Staff and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

In terms of Student respondents’ income status and comfort with the overall climate on campus, no significant differences emerged. Additionally, no significant differences emerged for Student respondents by income status regarding their comfort with the classroom climate at NJIT.

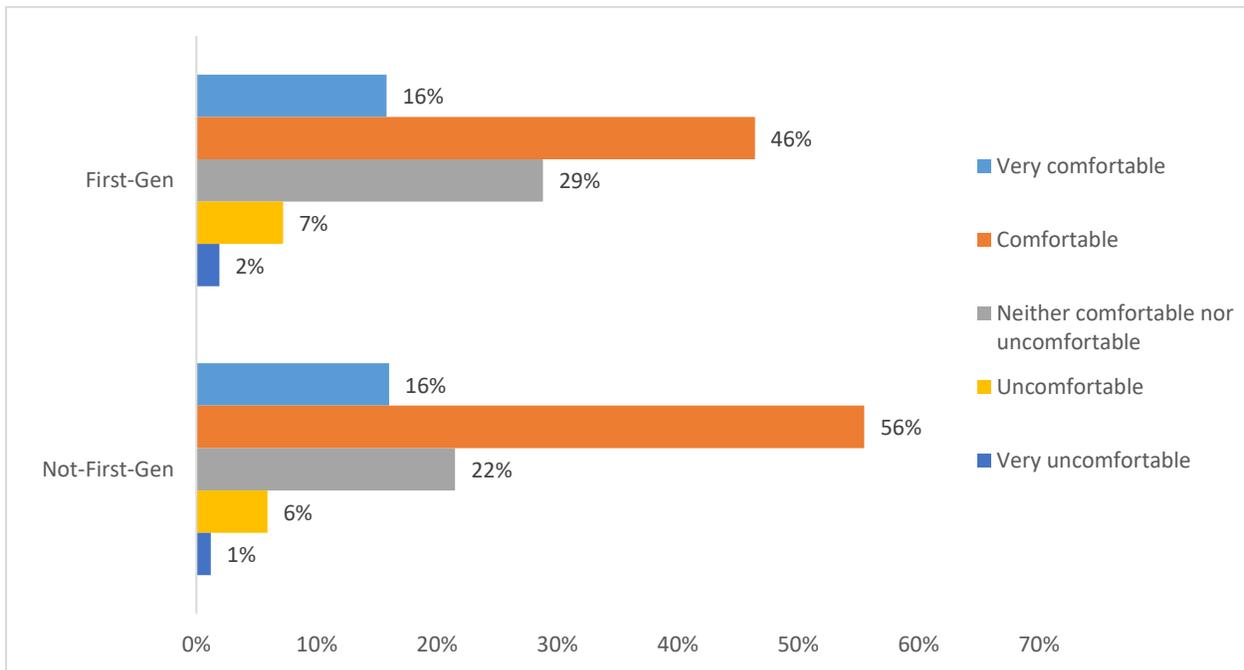
By first-generation status, a higher proportion of First-Generation Student respondents (3%, $n = 15$) than Not-First-Generation Student respondents (1%, $n = 6$) were “very uncomfortable” with the overall campus climate (Figure 26).^{xiii}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Student Respondents’ Comfort With Overall Climate by First-Generation Status (%)

A higher percentage of Not-First-Generation Student respondents (56%, $n = 480$) than First-Generation Student respondents (46%, $n = 250$) felt “comfortable” with the classroom climate at NJIT. In addition, 29% ($n = 155$) of First-Generation Student respondents, compared with 22% ($n = 186$) of Not-First-Generation Student respondents, felt “neither comfortable nor uncomfortable” with the classroom climate at NJIT (Figure 27).^{xiv}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 27. Student Respondents’ Comfort With the Classroom Climate at NJIT by First-Generation Status (%)

Barriers at NJIT for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in general facilities, specific facilities, the online environment, instructional technology, support services, or campus information materials at NJIT within the past two years. The following tables highlight where Respondents with Disabilities most often experienced barriers at NJIT.⁶⁴ With regard to campus general campus facilities, 14% ($n = 30$) of Respondents with Disabilities noted that they experienced barriers in elevators, 10% ($n = 21$) experienced barriers in restrooms, and 8% each experienced barriers with doors ($n = 17$); temporary construction or maintenance barriers ($n = 16$); and walkways, pedestrian paths, and crosswalks ($n = 16$) within the past two years (Table 26).

Table 26. General Facilities Barriers Experienced by Respondents With Disabilities

General facilities	<i>n</i>	%
Elevators	30	14.3
Restrooms	21	10.0
Doors	17	8.1
Temporary construction or maintenance barriers	16	7.6
Walkways, pedestrian paths, crosswalks	16	7.6

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 210$).

Table 27 illustrates that, in terms of specific campus facilities, 15% ($n = 31$) of Respondents with Disabilities experienced barriers in classroom buildings. Nine percent ($n = 18$) of Respondents with Disabilities noted that they experienced barriers in dining facilities, 8% each experienced barriers in college housing ($n = 17$) and laboratories (including computer labs) ($n = 16$), and 7% ($n = 15$) experienced barriers in parking decks.

⁶⁴ See Appendix B, Table B122, for all responses to the question, “As a person who identifies as having a condition/disability that influences your learning, living, or working activities, mark any of the following areas at NJIT where you have experienced a barrier in the past two years. (Mark all that apply).”

Table 27. Specific Facilities Barriers Experienced by Respondents With Disabilities

Specific facilities	<i>n</i>	%
Classroom buildings	31	14.8
Dining facilities	18	8.6
College housing	17	8.1
Laboratories (including computer labs)	16	7.6
Parking decks	15	7.1

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 210).

Table 28 illustrates that, in terms of the online environment, 9% (*n* = 19) of Respondents with Disabilities experienced barriers related to electronic databases (e.g., Banner, DegreeWorks), 6% (*n* = 12) experienced barriers with email, and 5% (*n* = 10) experienced barriers with forms (e.g., health services).

Table 28. Online Environment Barriers Experienced by Respondents With Disabilities

Online environment	<i>n</i>	%
Electronic databases (e.g., Banner, DegreeWorks)	19	9.0
Email	12	5.7
Forms (e.g., health services)	10	4.8

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 210).

In terms of instructional technology, 11% (*n* = 22) of Respondents with Disabilities experienced barriers with video and audio (e.g., WebEx). Six percent each of Respondents with Disabilities experienced barriers with Moodle/Canvas (*n* = 13), computer equipment (e.g., screens, mouse, keyboard) (*n* = 12), and desks/tables (*n* = 12) (Table 29).

Table 29. Barriers in Instructional Technology Experienced by Respondents With Disabilities

Instructional technology	<i>n</i>	%
Video and audio (e.g., WebEx)	22	10.5
Moodle/Canvas	13	6.2
Computer equipment (e.g., screens, mouse, keyboard)	12	5.7
Desks/tables	12	5.7

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 210).

In terms of support services, 12% ($n = 25$) of Respondents with Disabilities experienced barriers related to the Office of Accessibility Resources and Services, 11% ($n = 22$) experienced barriers in learning accommodations, and 8% ($n = 16$) experienced barriers in workplace accommodations (Table 30).

Table 30. Barriers in Support Services Experienced by Respondents With Disabilities

Support services	<i>n</i>	%
Office of Accessibility Resources and Services	25	11.9
Learning accommodations	22	10.5
Workplace accommodations	16	7.6

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 210$).

Table 31 illustrates that, in terms of campus information materials, 8% ($n = 17$) of Respondents with Disabilities experienced barriers related to food menus. Three percent ($n = 6$) of Respondents with Disabilities indicated that they experienced barriers with brochures, and 2% ($n = 5$) indicated that they experienced barriers with forms.

Table 31. Barriers in Campus Information Materials Experienced by Respondents With Disabilities

Campus information materials	<i>n</i>	%
Food menus	17	8.1
Brochures	6	2.9
Forms	5	2.4

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 210$).

Qualitative Comment Analyses

Fifty-four Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on their experiences with accessibility on campus. One theme emerged from Undergraduate Student respondents: elevators.

Undergraduate Student respondents

Elevators. Undergraduate Student respondents reported that out-of-service elevators made it difficult for them and others to navigate campus buildings. Respondents shared, “As a person with a chronic medical condition that affects my day-to-day life, the elevators not working nor

them being fixed efficiently is most definitely a concern I have since I live on an upper floor,” and “I have a heart condition and NJIT Honors elevators frequently break down which can cause issues for me.” A respondent described, “I had back surgery last year and am not supposed to carry heavy things or I fear risking injuring my spine further. When the elevator broke, the desk attendant did not allow me to have my family members help me carry items upstairs to my dorm. Due to this, I had to carry a heavy suitcase, my backpack, and 2 bags up multiple flights of stairs in the residence hall.”

Barriers at NJIT for Transgender and Genderqueer/Nonbinary Respondents

One survey item asked Transgender and Genderqueer/Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at NJIT within the past year. Table 32 and Table 33 depict where Transgender and Genderqueer/Nonbinary respondents most often experienced barriers at NJIT.⁶⁵ With regard to campus facilities, 34% ($n = 13$) of Transgender and Genderqueer/Nonbinary respondents experienced barriers in restrooms, 18% ($n = 7$) experienced barriers with signage, and 13% ($n = 5$) experienced barriers in changing rooms/locker rooms within the past two years.

Table 32. Facilities Barriers Experienced by Transgender and Genderqueer/Nonbinary Respondents

Facilities	<i>n</i>	%
Restrooms	13	34.2
Signage	7	18.4
Changing rooms/locker rooms	5	13.2
Athletic and recreational facilities	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender or Genderqueer/Nonbinary ($n = 38$).

Table 33 illustrates that, in terms of identity accuracy, 63% ($n = 24$) of Transgender and Genderqueer/Nonbinary respondents experienced barriers with pronouns. Twenty-six percent ($n = 10$) of Transgender and Genderqueer/Nonbinary respondents indicated that they experienced

⁶⁵ See Appendix B, Table B123, for all responses to the question, “As a person who identifies as transgender/genderqueer/nonbinary, mark any of the following areas at NJIT where you have experienced a barrier at NJIT in the past two years. (Mark all that apply.)”

barriers with surveys, and 24% each experienced barriers with electronic databases (e.g., Banner) ($n = 9$) and intake forms (e.g., health facilities) ($n = 9$).

Table 33. Identity Accuracy Barriers Experienced by Transgender and Genderqueer/Nonbinary Respondents

Identity accuracy	<i>n</i>	%
Pronouns	24	63.2
Surveys	10	26.3
Electronic databases (e.g., Banner)	9	23.7
Intake forms (e.g., health facilities)	9	23.7

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender or Genderqueer/Nonbinary ($n = 38$).

Qualitative Comment Analyses

Eight Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents who identified transgender/genderqueer/nonbinary elaborated on their campus experiences. Owing to low response numbers, no themes emerged.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁶⁶

Fourteen percent ($n = 258$) of respondents indicated that they personally had experienced (in person or online) exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct that had interfered with their ability to learn, live, or work at NJIT within the past two years.⁶⁷

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 25% ($n = 64$) indicated that they experienced the conduct only once during the past two years (Figure 28). Thirty percent ($n = 77$) revealed that they experienced five or more instances of the conduct within the past two years.

⁶⁶ This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct.”

⁶⁷ The literature on microaggressions reports that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

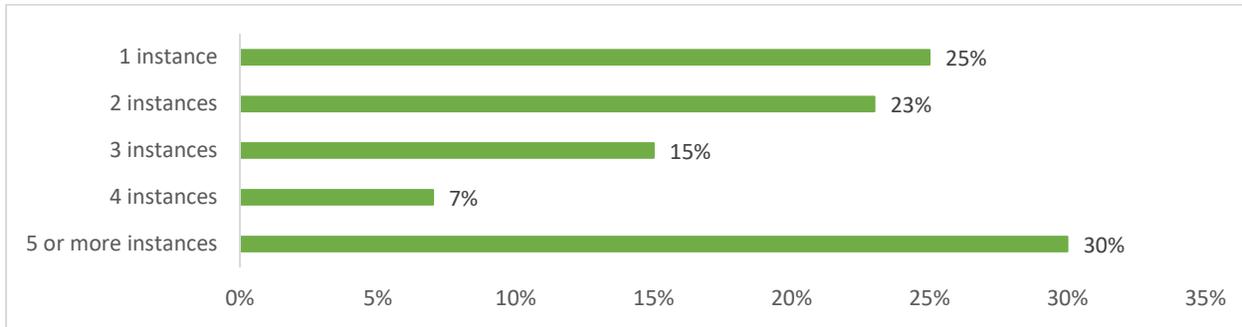


Figure 28. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Of the respondents who experienced such conduct, 24% ($n = 61$) indicated that the conduct was based on their position status at NJIT (e.g., staff, faculty, student). Twenty-three percent ($n = 60$) noted that the conduct was based on their gender/gender identity, and 21% ($n = 54$) felt that it was based on their racial identity.

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 29). A higher percentage of Faculty/Instructional Staff respondents (36%, $n = 42$) than Staff respondents (22%, $n = 69$) and Student respondents (10%, $n = 147$) indicated that they had experienced this conduct. Additionally, a statistically higher percentage of Staff respondents (22%, $n = 69$) than Student respondents (10%, $n = 147$) indicated that they had experienced this conduct.^{xv} Of those respondents who had experienced this conduct, a higher percentage of Staff respondents (38%, $n = 26$) than Student respondents (18%, $n = 26$) suggested that the conduct was based on their position status (Faculty/Instructional Staff respondents [21%, $n = 9$] were not statistically different from the other groups).^{xvi}

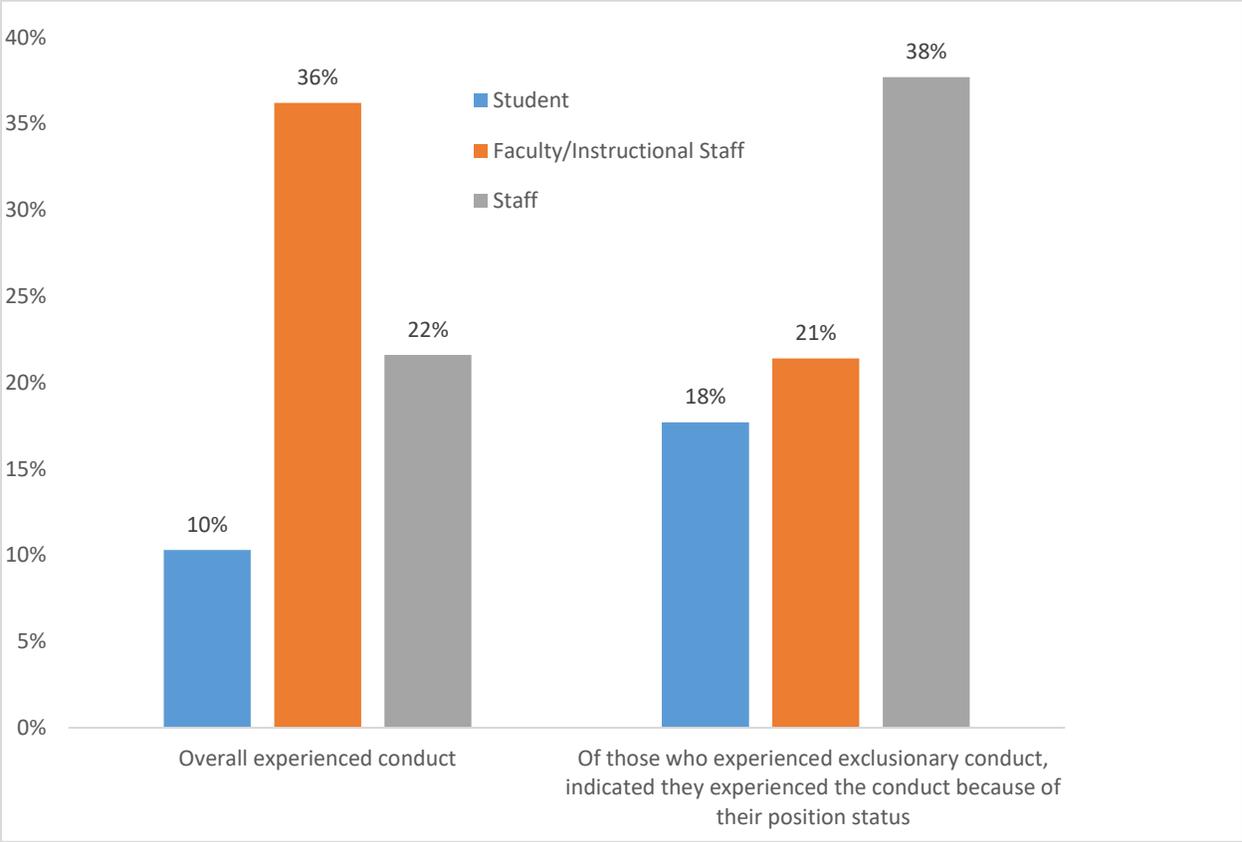


Figure 29. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity,⁶⁸ a higher percentage of Women respondents (18%, $n = 138$) than Men respondents (10%, $n = 102$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past two years (Figure 30).^{xvii} A higher percentage of Women respondents (38%, $n = 52$) than Men respondents ($n < 5$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.^{xviii}

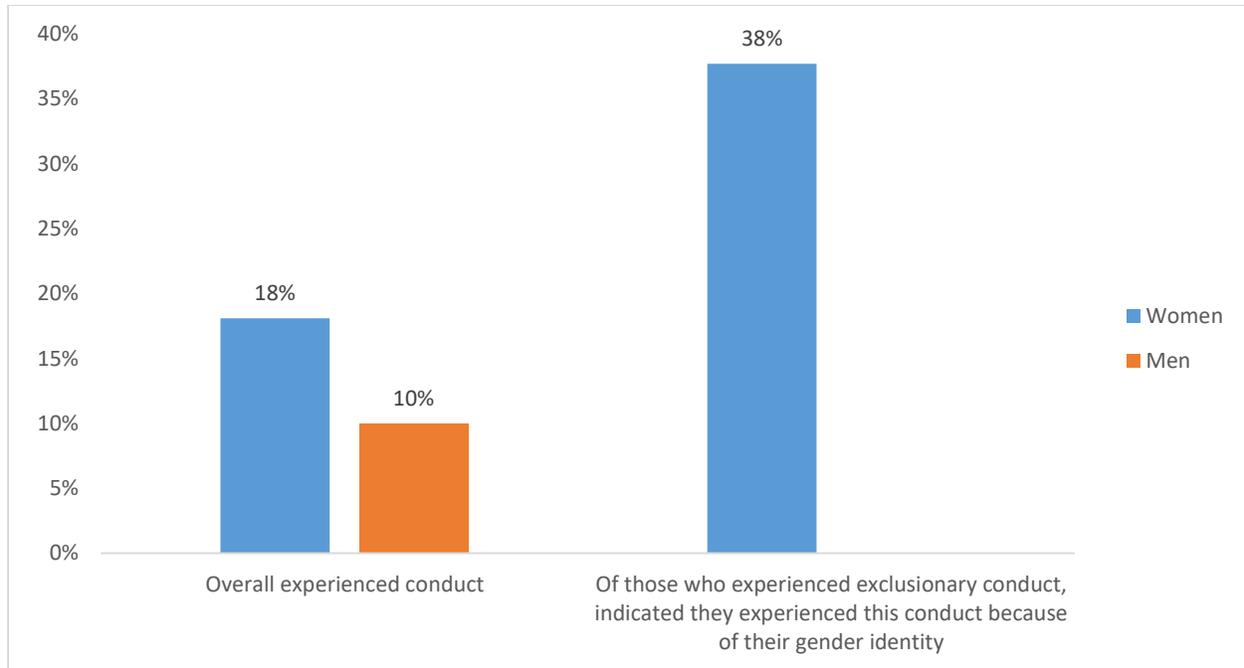


Figure 30. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

⁶⁸ With the CCWG’s approval, gender identity was recoded into the categories Men ($n = 1,016$), Women ($n = 766$), and Trans-spectrum ($n = 38$), where Trans-spectrum respondents included those individuals who marked “genderqueer/nonbinary” or “transgender” for the question, “What is your current gender/gender identity?” Trans-spectrum respondents were not included in analyses to maintain the confidentiality of their responses.

By racial identity, higher percentages of Black respondents (17%, $n = 32$), White respondents (17%, $n = 92$), and Multiracial respondents (18%, $n = 27$) than Asian respondents (8%, $n = 40$) indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past two years (Latinx respondents [12%, $n = 33$] and MENA respondents [5%, $n = 5$] were not statistically different from the other groups) (Figure 31).^{xix} A higher percentage of Black respondents (69%, $n = 22$) than Asian respondents (13%, $n = 5$), Latinx respondents ($n < 5$), White respondents (8%, $n = 7$), and Multiracial respondents (30%, $n = 8$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racial identity. Additionally, a higher percentage of Multiracial respondents (30%, $n = 8$) than White respondents (8%, $n = 7$) indicated that the conduct was based on their racial identity (MENA respondents [$n < 5$] were not statistically different from the other groups) (Figure 31).^{xx}

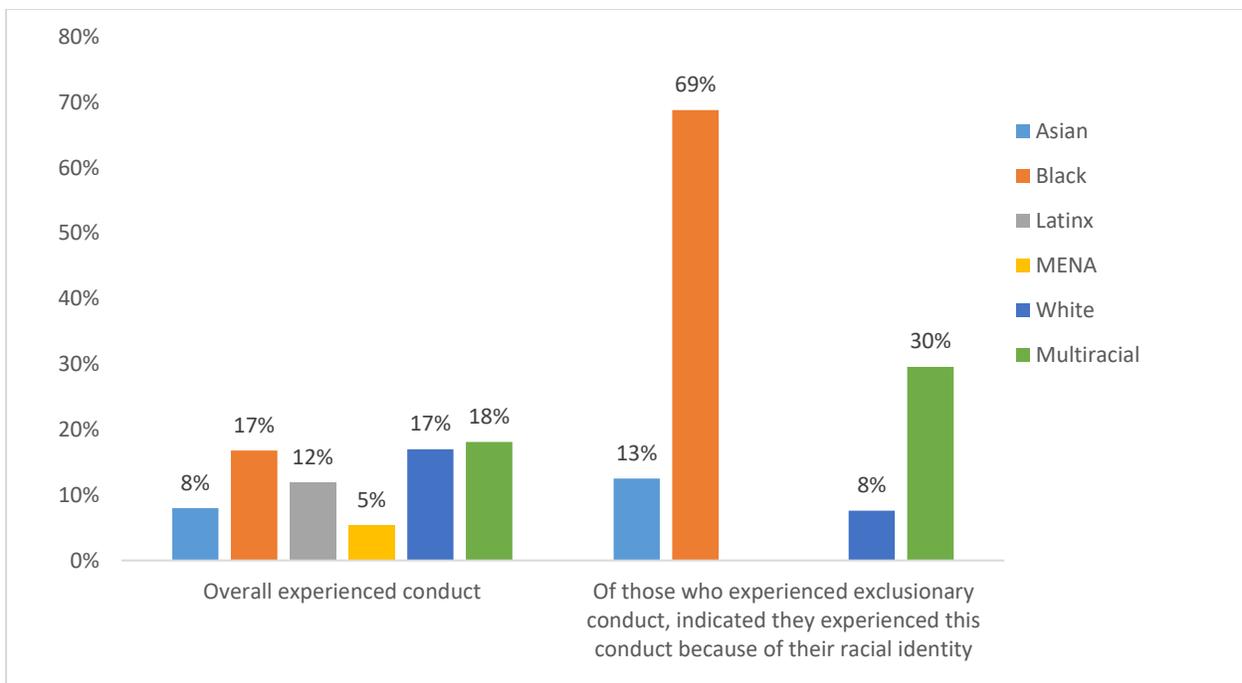


Figure 31. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

Table 34 and Table 35 depict the top three to five perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced

such conduct, 38% ($n = 26$) indicated that the conduct was based on position status at NJIT (e.g., staff, faculty, student). Twenty-five percent ($n = 17$) noted that the conduct was based on their gender/gender identity, and 23% ($n = 16$) felt that it was based on “a reason not listed above.” “Reasons not listed above” included responses such as “Accused of making mistake on the job falsely,” “Coworker felt threatened by me/had difficulties with anger management,” “I was not part of the inner circle,” “jealousy,” and “power dynamics.”

Table 34. Staff Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Position (e.g., staff, faculty, student)	26	37.7
Gender/gender identity	17	24.6
A reason not listed above	16	23.2
Age	14	20.3
Length of service at NJIT	14	20.3

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 69$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B52 in Appendix B.

Of the Faculty/Instructional Staff respondents who experienced such conduct, 36% ($n = 15$) indicated that the conduct was based on gender/gender identity (Table 35). Twenty-one percent ($n = 9$) noted that the conduct was based on their position status at NJIT (e.g., staff, faculty, student), and 19% ($n = 8$) felt that it was based on “a reason not listed above.” “Reasons not listed above” included responses such as “A person who was hostile to me because I am happy in what I do,” “dean who is intensely hostile when we disagree,” “Departmental culture,” “Hierarchy,” and “The narcissism and insecurity of the bully (a faculty member).”

Table 35. Faculty/Instructional Staff Respondents’ Top Bases of Experienced

Basis of conduct	<i>n</i>	%
Gender/gender identity	15	35.7
Position (e.g., staff, faculty, student)	9	21.4
A reason not listed above	8	19.0

Note: Table reports responses only from Faculty/Instructional Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 42$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B52 in Appendix B.

Of the Student respondents who experienced such conduct, 25% ($n = 36$) indicated that the conduct was based on racial identity (Table 36). Nineteen percent ($n = 28$) noted that the conduct was based on their gender/gender identity, and 18% each noted that the conduct was based on their ethnicity ($n = 27$) and their position status at NJIT (e.g., staff, faculty, student) ($n = 26$). “Reasons not listed above” included responses such as “Being called an idiot by my professor,” “Excluded and had rumors spread about me,” “illness,” “Not being vaccinated against covid,” and “social issues.”

Table 36. Student Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Racial identity	36	24.5
Gender/gender identity	28	19.0
Ethnicity	27	18.4
Position (e.g., staff, faculty, student)	26	17.7

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 147$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B52 in Appendix B.

Table 37 illustrates the ways in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-four percent ($n = 114$) felt ignored or excluded. Thirty-five percent each were silenced or felt silenced ($n = 90$) and were isolated or left out ($n = 89$). Additional forms of such conduct included “additional work was piled on with no assistance, also targeted for being on intermittent family leave. Supervisor had secretarial staff monitoring the time I arrived to work;” “Being religiously discriminated for not wanting to get the vaccine;” and “Our professor publicly stated who was failing the class.”

Table 37. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded.	114	44.2
I was silenced/I felt silenced.	90	34.9
I was isolated or left out.	89	34.5
I experienced a microaggression (e.g., underhanded praise, surprise at competency level).	77	29.8
I was intimidated/bullied.	62	24.0
I experienced a hostile work environment.	59	22.9
I was the target of derogatory verbal remarks.	47	18.2
I felt others staring at me.	39	15.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B54 in Appendix B.

Figure 32 depicts the forms in which Employee respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Fifty-five percent (*n* = 23) of Faculty/Instructional Staff respondents felt ignored or excluded, 52% (*n* = 22) were silenced or felt silenced, 50% (*n* = 21) experienced a hostile work environment, 43% (*n* = 18) experienced a microaggression, and 38% (*n* = 16) felt isolated or left out (Figure 32). Thirty-nine percent (*n* = 27) of Staff respondents experienced a hostile work environment, 36% (*n* = 25) felt ignored or excluded, 33% (*n* = 23) felt isolated or left out, and 32% each were silenced or felt silenced (*n* = 22) and experienced a microaggression (*n* = 22).

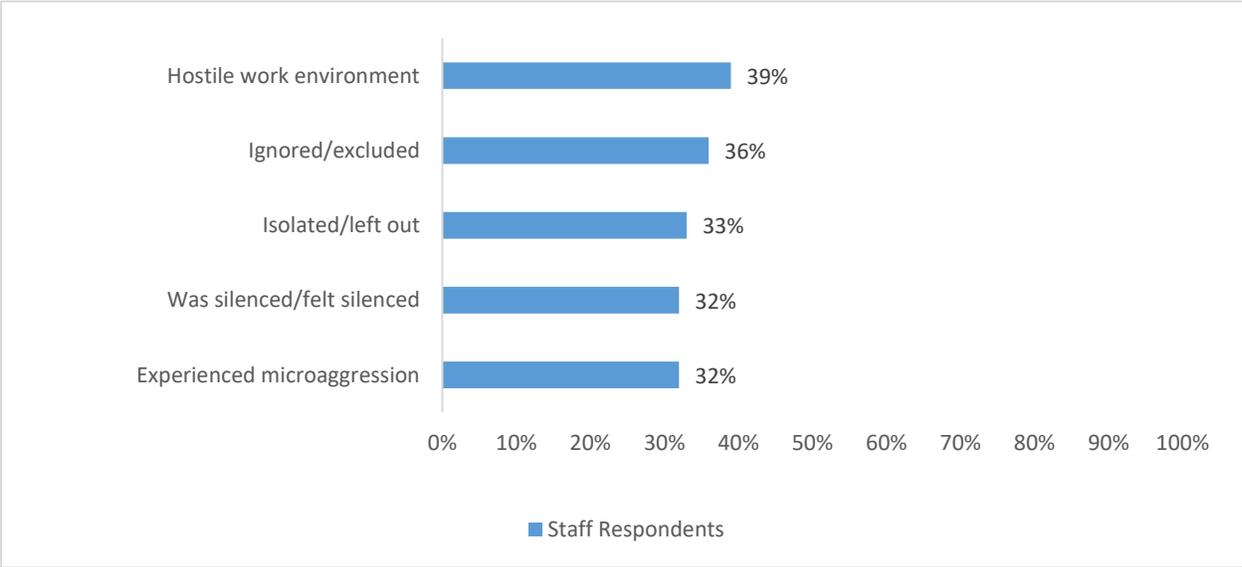
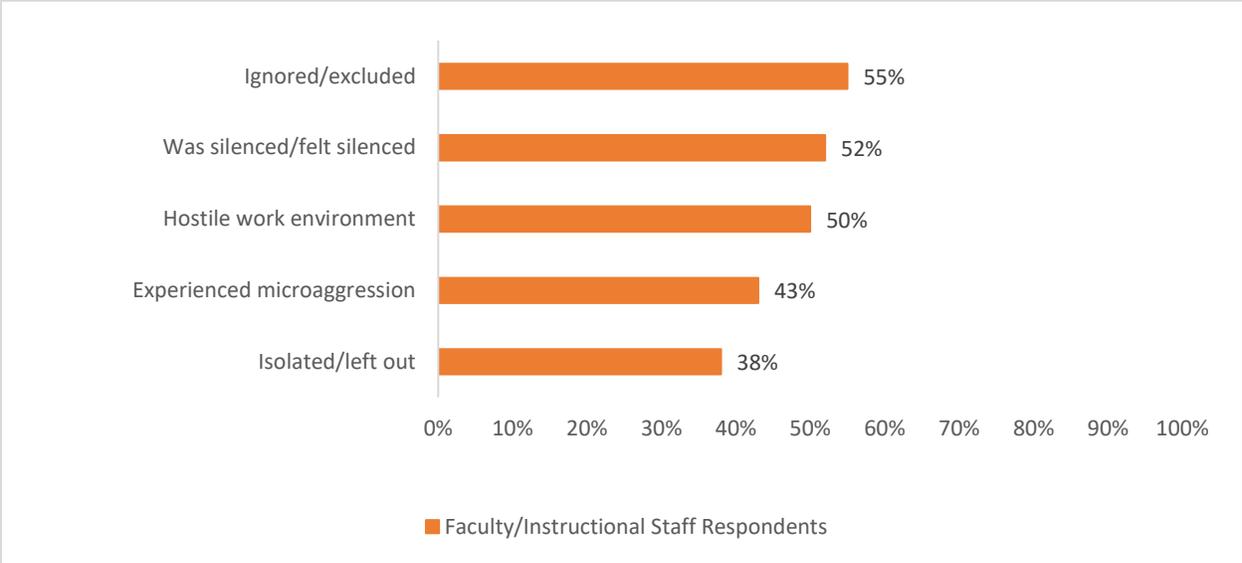


Figure 32. Employee Respondents’ Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Among Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 45% ($n = 66$) of Student respondents felt ignored or excluded, 34% ($n = 50$) felt isolated or left out, 31% ($n = 46$) were silenced or felt silenced, 25% ($n = 37$) experienced a microaggression, and 22% ($n = 32$) felt other staring (Figure 33).

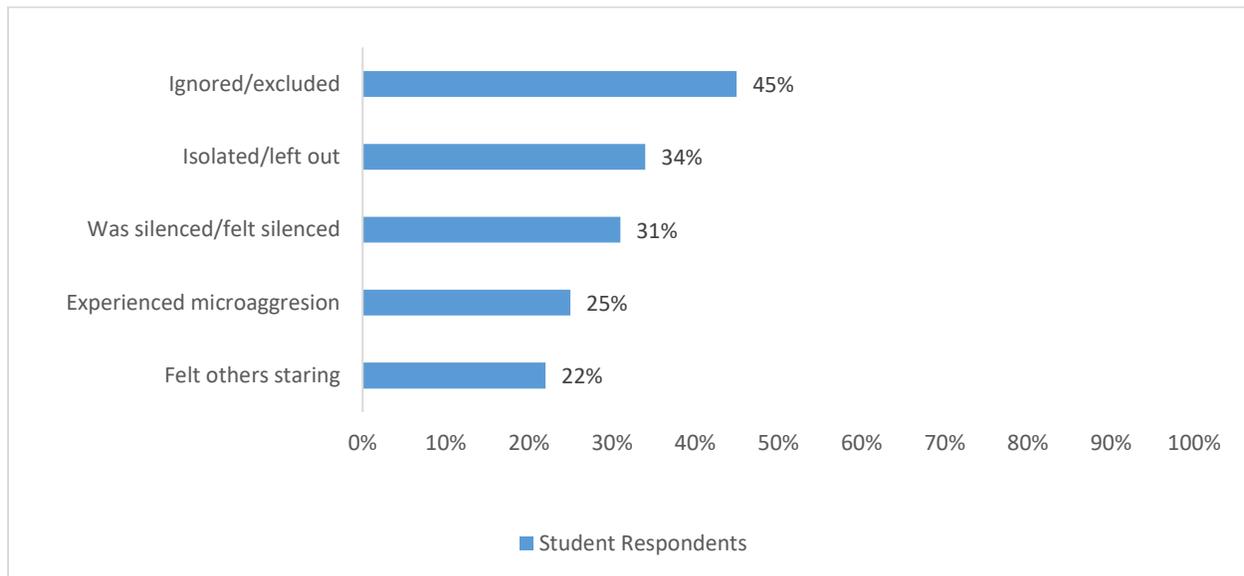


Figure 33. Student Respondents’ Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom) (25%, $n = 65$), in a class/laboratory (24%, $n = 62$), in a meeting with a group of people (24%, $n = 62$), and while working at an NJIT job (20%, $n = 51$). Some respondents who marked “a location not listed above” identified “Comment on a Google Spreadsheet and email,” “NJIT GameRoom,” and “Tutoring center” as the location where the conduct occurred.

Table 38 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at an NJIT job (46%, $n = 32$), in an NJIT administrative office (42%, $n = 29$), in a meeting with a group of people (39%, $n = 27$), in a meeting with one other person (30%, $n = 21$), and in a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom) (26%, $n = 18$).

Table 38. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at an NJIT job	32	46.4
In an NJIT administrative office	29	42.0
In a meeting with a group of people	27	39.1
In a meeting with one other person	21	30.4
In a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom)	18	26.1

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 69$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B55 in Appendix B.

Faculty/Instructional Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a meeting with a group of people (41%, $n = 17$), while working at an NJIT job (33%, $n = 14$), in a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom) (29%, $n = 12$), in a meeting with one other person (26%, $n = 11$), in an NJIT administrative office (24%, $n = 10$), and on phone calls/text messages/email (24%, $n = 10$) (Table 39).

Table 39. Faculty/Instructional Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Faculty/Instructional Staff respondents who experienced the conduct
In a meeting with a group of people	17	40.5
While working at an NJIT job	14	33.3
In a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom)	12	28.6
In a meeting with one other person	11	26.2
In an NJIT administrative office	10	23.8
On phone calls/text messages/email	10	23.8

Note: Table reports responses only from Faculty/Instructional Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 42$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B55 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (37%, $n = 55$), in a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom) (24%, $n = 35$), in other public spaces at NJIT (20%, $n = 30$), while walking on campus (18%, $n = 27$), and in a meeting with a group of people (12%, $n = 18$) (Table 40).

Table 40. Student Respondents’ Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class/laboratory	55	37.4
In a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom)	35	23.8
In other public spaces at NJIT	30	20.4
While walking on campus	27	18.4
In a meeting with a group of people	18	12.2

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 147$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B55 in Appendix B.

Thirty percent ($n = 76$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 26% ($n = 67$) identified faculty members/other instructional staff, and 20% ($n = 52$) identified coworkers/colleagues as the source of the conduct (Table 41). Respondents who marked a “source not listed above” wrote examples such as “Administrative Assistant,” “director,” “Higher-ranked faculty member who would then vote on my promotion case,” “invited speaker,” and “Teachers.”

Table 41. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Student	76	29.5
Faculty member/other instructional staff	67	26.0
Coworker/colleague	52	20.2
Staff member	41	15.9
Supervisor or manager	40	15.5
Senior administrator (e.g., dean, vice president, provost)	33	12.8
Stranger	28	10.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 258$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B56 in Appendix B.

Figure 34 and Figure 35 display the perceived sources of experienced conduct by position status. Student respondents indicated that other students (48%, $n = 71$) were their greatest source of such conduct.

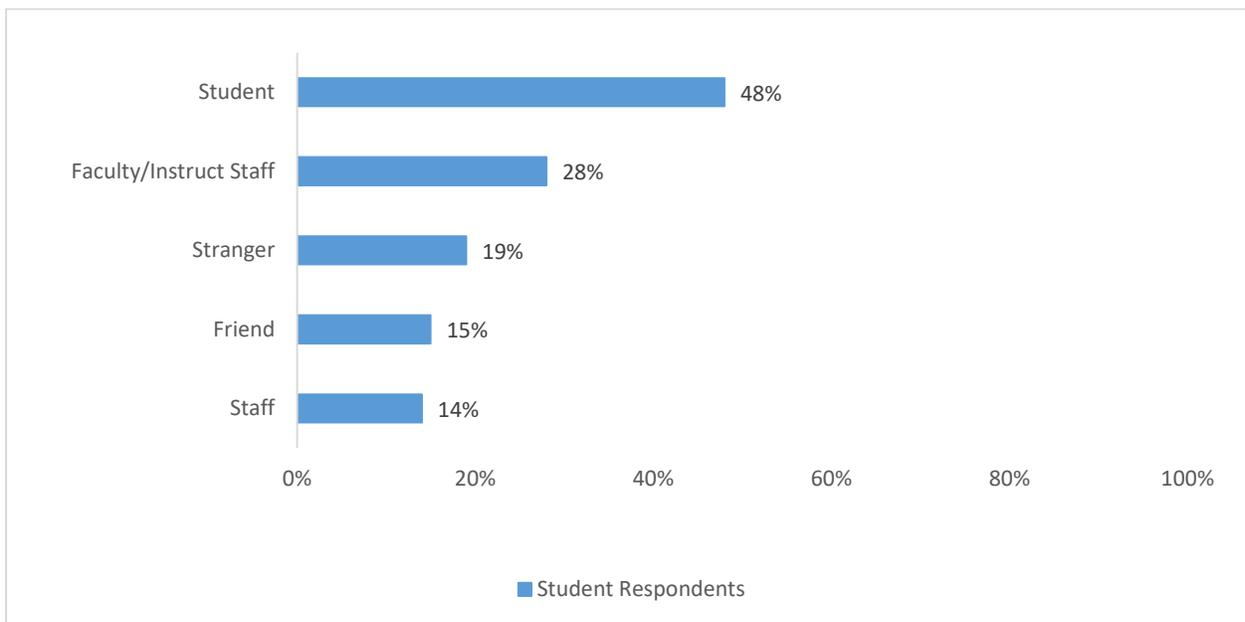


Figure 34. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty/Instructional Staff respondents most often cited faculty members/other instructional staff members (43%, $n = 18$) and coworkers/colleagues (41%, $n = 17$) as the source of the conduct. Staff respondents most often identified coworkers/colleagues (42%, $n = 29$) and supervisors/managers (36%, $n = 25$) as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 35).

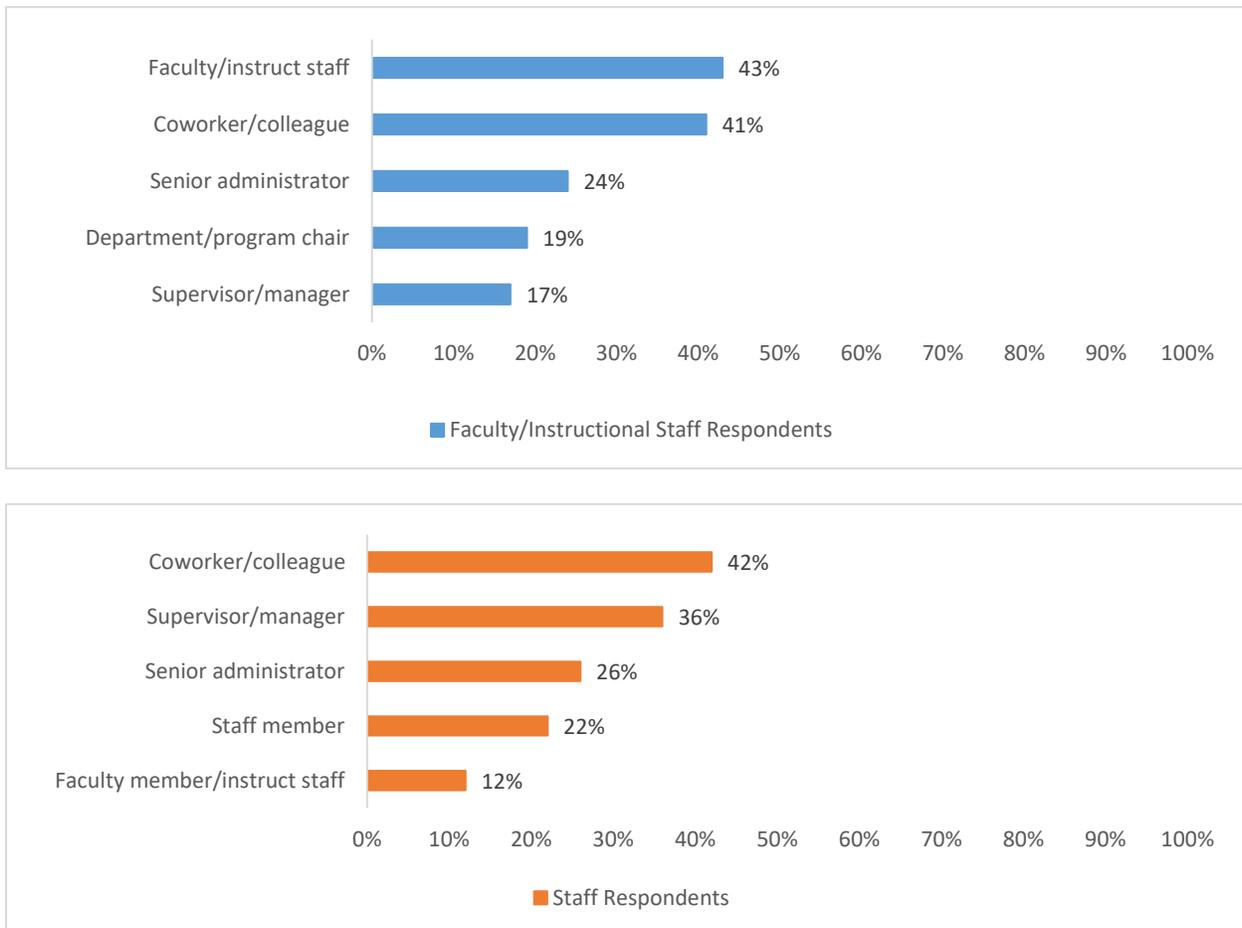


Figure 35. Employee Respondents’ Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 58% ($n = 151$) of respondents felt angry, 52% ($n = 134$) felt distressed, 45% ($n = 117$) felt sad, 39% ($n = 101$) felt embarrassed, 24% ($n = 62$) felt afraid, and 14% ($n = 37$) felt somehow responsible (Table 42). Of respondents who indicated that their emotional response was not listed, several added comments that they felt “annoyed,” “disappointed,” “disgusted,” “frustrated,” “hurt,” and “worried about losing my job.”

Table 42. Respondents’ Emotional Responses to Experiencing Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
Angry	151	58.5
Distressed	134	51.9
Sad	117	45.3
Embarrassed	101	39.1
Afraid	62	24.0
Somehow responsible	37	14.3
A feeling not listed above	47	18.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices.

Additionally, in response to experiencing the conduct, 36% (*n* = 92) of respondents told a friend, 33% (*n* = 86) did not do anything, 30% (*n* = 76) avoided the person/venue, 27% (*n* = 70) told a family member, and 25% (*n* = 65) did not know to whom to go (Table 43). Of the 20% (*n* = 51) of respondents who sought support from a NJIT resource, 28% (*n* = 14) sought support from a faculty member, 25% (*n* = 12) sought support from Human Resources, and 23% (*n* = 11) sought help from senior administrators (e.g., dean, vice president, provost). Some “response not listed above” comments were “Communicated with other students about issue,” “contacted lawyers,” “I complained to directly the appropriate management,” “I told co-workers,” and “Withdrew from the class.”

Table 43. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	92	35.7
I did not do anything.	86	33.3
I avoided the person/venue.	76	29.5
I told a family member.	70	27.1
I did not know to whom to go.	65	25.2
I contacted an NJIT resource.	51	19.8
<i>Faculty member</i>	<i>14</i>	<i>28.0</i>

Table 43. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
<i>Human Resources</i>	12	24.5
<i>Senior administrator (e.g., dean, vice president, provost)</i>	11	23.4
<i>Union representative</i>	10	20.8
<i>Office of Student Life</i>	9	19.1
I confronted the person(s) at the time.	33	12.8
I confronted the person(s) later.	21	8.1
I sought information online.	21	8.1
I sought support from off-campus hotline/advocacy services.	9	3.5
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	< 5	---
A response not listed above	50	19.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 258$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B58 in Appendix B.

Table 44 illustrates that 89% ($n = 224$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 12% ($n = 29$) of respondents did report the incident. Of the respondents who reported the incident, 58% ($n = 15$) felt that it was not addressed appropriately, 19% ($n = 5$) were satisfied with the outcome, and less than five respondents indicated that while the outcome was not what they hoped for, their complaint was addressed appropriately, the outcome was still pending, or that the outcome was not shared with them.

Table 44. Respondents’ Reporting in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	224	88.5
Yes, I reported it.	29	11.5
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	15	57.7
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	5	19.2
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the conduct and the outcome is still pending.</i>	< 5	---
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

One hundred eighteen Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on experiencing exclusionary behavior while at NJIT. From Tenured/Tenure-Track Faculty respondents, one theme emerged: human resources. One theme emerged from Staff and Undergraduate Student respondents: microaggressive behavior. One theme emerged from Undergraduate Student respondents: hostile classroom environment.

Tenured/Tenure-Track Faculty respondents

Human Resources. Faculty respondents suggested that their experiences with exclusionary behavior, when reported to Human Resources (HR), were mishandled, not taken seriously, and/or ignored. One employee stated concern that HR did not address threatening emails. Another respondent noted “Escalated complaint from students about harassment, union protected person accused of harassment, outed complainants, supervisor isolates those of us who registered complaint about a ‘good guy’ whom he knows ‘didn’t mean anything by it.’” Another faculty

member noted that they fear retaliation from going to HR and filing a grievance, but that nothing happens from directly approaching chair.

Both Undergraduate Student and Staff respondents

Microaggressive Behavior. Undergraduate Student and Staff respondents reported being targets of microaggressive behavior while on campus at NJIT. A respondent described, “I have experienced verbal microaggressions consistently from senior management in my office and spoken to in ways that is different from male or Caucasian colleagues. The disrespect has been both in person and over emails. For example, I am aware my supervisor had discussed my hair (I am black and wear afro/curly hair) and my clothing choices.” Another respondent added, “Someone who is supposed to collaborate with me and defer to me said something very close to, ‘You can say anything you like about it, but I am going to do what I want to do.’ I believe it came from not feeling a need to respect my opinion because of a perception of my qualifications and experience, or because I am a woman, and my opinion didn’t matter.” Other respondents stated, “Many male students intellectually degrade female students. I have been consistently treated as though I am not as knowledgeable, or if I do not know something, I am not worth helping out or teaching a concept. This school does not gear its climate towards promoting women as equals,” and “One experience off the top of my head is about how I was told to send pictures of my genitalia to prove my gender identity because my gender expression wasn’t ‘passing well enough.’ As an LGBTQ2+ & racial minority, I feel singled out when the classroom notices the situation but doesn’t do anything to stop it.” One respondent shared an interaction they had with their advisor. The respondent wrote, “My advisor has told me that I would not get into medical school. I am a black student who is more than capable of getting into medical school (I have a decent GPA, numerous extracurriculars, and good work experiences) but she took one look at me and decided that I would not be able to get in and said it to my face.”

Undergraduate Student respondents

Hostile Classroom Environment. Undergraduate Student respondents suggested that their professors facilitated a hostile classroom environment that was directly opposed to an environment that was conducive to learning. A respondent shared, “One of my professors used

derogatory remarks when my group presented a progress report for a project. This was in the classroom, where the rest of the class was present... We were called out and mistreated.” Another respondent added, “The professor was rude, made blatantly offensive remarks, and graded based on favoritism.” Other respondents described, “Being told by my professor that I am not smart enough to do well in the course and lack a lot of knowledge,” and “Most are from ‘put-downs’ by professors on their students, either as a class or as an individual.”

Five hundred fifty-five Faculty, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on their personal experiences in the community surrounding campus. Two themes emerged from all respondents: welcoming and unsafe.

Welcoming. Respondents shared that the various cafes and restaurants, friendly local business owners, and green spaces made them feel welcomed in the community surrounding NJIT. A respondent shared, “I often frequent the cafes surrounding NJIT during my lunch break. The community surrounding the campus seems vibrant.” Another respondent added, “Local restaurants are convenient and also visiting Newark Museum and other places in the Newark Downtown area. During nice weather there are many areas to sit and eat lunch or relax and maybe read a book.” Other respondents included, “I have really enjoyed the community. I have already made super close friends that live on and off campus,” “I like the fact that we are close to entertainment, eateries, shopping and public transportation,” and “I have gone to a few community-run events like Halsey Fest. I also enjoy walking to and in the parks near campus (Branch Brook and Veterans Memorial).”

Unsafe. Respondents also described the area surrounding NJIT as unsafe. Respondents shared, “Sometimes leaving campus and going into the nearby communities around campus is scary. There have been multiple times people are ON campus coming up to students and asking for money,” “With the past associated with Newark, there is always a doubt in mind before leaving the house in the evening. All the good food places are by Rutgers, and it doesn’t feel safe to go there at night alone,” and “The surrounding area is okay. There are some good things to do but also a lot of crime in the area in downtown Newark, so it makes it hard to venture out very far from campus.”

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

Respondents' observations of others experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twelve percent ($n = 212$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at NJIT⁶⁹ within the past year.

Thirty-two percent ($n = 65$) of respondents who observed such conduct indicated that they witnessed one instance in the past year, 21% ($n = 43$) observed two instances, 16% ($n = 32$) observed three instances, 5% ($n = 11$) observed four instances, and 26% ($n = 54$) witnessed five or more instances of such conduct in the past year (Figure 36).

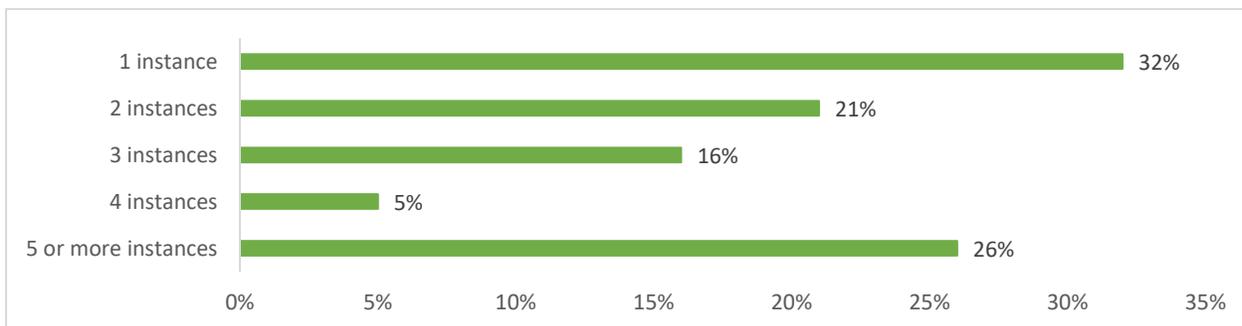


Figure 36. Number of Instances Respondents Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity (25%, $n = 53$), gender/gender identity (24%, $n = 51$), ethnicity (16%, $n = 34$), position status (e.g., staff, faculty, student) (13%, $n = 28$), sexual identity (13%, $n = 28$), and religious/spiritual views (12%, $n = 25$). Fourteen percent ($n = 30$) of respondents indicated that they did not know the basis for the conduct (Table 45).

⁶⁹ This report uses “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at NJIT?”

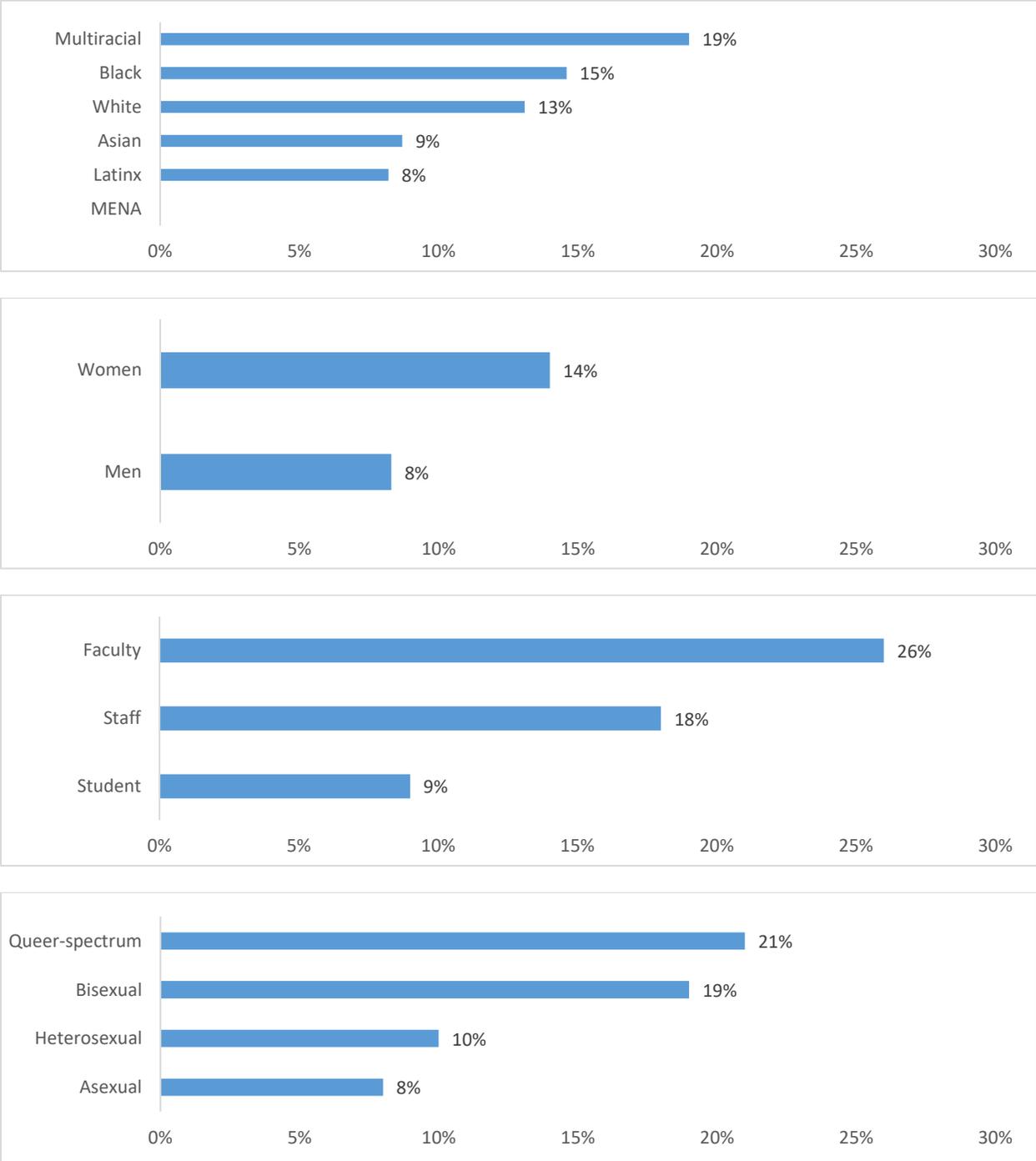
Table 45. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Basis of conduct	<i>n</i>	% of respondents who observed conduct
Racial identity	53	24.9
Gender/gender identity	51	23.9
Ethnicity	34	16.0
Position (e.g., staff, faculty, student)	28	13.1
Sexual identity	28	13.1
Religious/spiritual views	25	11.7

Note: Table reports responses only from individuals who indicated on the survey that they observed on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B104 in Appendix B.

Figure 37 and Figure 38 separate by demographic categories (i.e., racial identity, gender identity, ethnicity, position status [e.g., staff, faculty, student], sexual identity, and religious/spiritual affiliation) the responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

A significantly higher percentage of Black respondents (15%, $n = 28$) than MENA respondents ($n < 5$) observed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 37). Additionally, a higher percentage of Multiracial respondents (19%, $n = 28$) than Asian respondents (9%, $n = 43$), Latinx respondents (8%, $n = 23$), and MENA respondents ($n < 5$) observed such conduct.^{xxi} A higher percentage of Women respondents (14%, $n = 107$) than Men respondents (8%, $n = 84$) observed exclusionary, intimidating, offensive, and/or hostile conduct.^{xxii} A higher percentage of Faculty/Instructional Staff respondents (26%, $n = 30$) and Staff respondents (18%, $n = 56$) than Student respondents (9%, $n = 126$) observed such conduct.^{xxiii} A higher percentage of Bisexual respondents (19%, $n = 23$) and Queer-spectrum respondents (21%, $n = 29$) than Heterosexual respondents (10%, $n = 132$) observed such conduct (Asexual respondents [8%, $n = 5$] were not statistically different from other sexual identity groups).^{xxiv}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents’ Racial Identity, Gender Identity, Position Status, and Sexual Identity (%)

In terms of religious/spiritual affiliation, a higher percentage of respondents with Multiple Religious Affiliations (22%, $n = 20$) than Christian Affiliation respondents (10%, $n = 75$) and Non-Christian Affiliation respondents (8%, $n = 33$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct (No Affiliation respondents [14%, $n = 68$] were not statistically different from other religious/spiritual affiliation groups) (Figure 38).^{xxv}

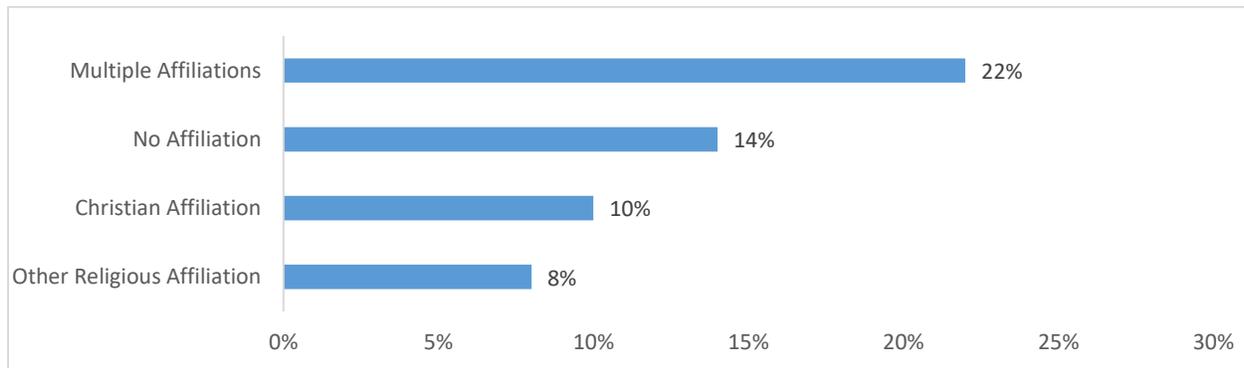


Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Religious Affiliation (%)

Table 46 illustrates that respondents most often observed this conduct in the form of someone experiencing a microaggression (e.g., underhanded praise, surprise at competency level) (29%, $n = 61$) or being the target of derogatory verbal remarks (28%, $n = 60$). Twenty-eight percent of respondents each observed someone being intimidated/bullied ($n = 59$), someone being isolated or left out ($n = 59$), and someone being ignored or excluded ($n = 58$). Twenty percent ($n = 42$) of respondents observed someone experiencing a hostile work environment, and 19% ($n = 41$) of respondents observed someone being silenced.

Table 46. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
Person experienced a microaggression (e.g., underhanded praise, surprise at competency level)	61	28.6
Derogatory verbal remarks	60	28.2
Person intimidated/bullied	59	27.7
Person isolated or left out	59	27.7
Person ignored or excluded	58	27.2
Person experienced a hostile work environment	42	19.7
Person was silenced	41	19.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B105 in Appendix B.

Additionally, 22% ($n = 46$) of the respondents who indicated on the survey that they observed such conduct noted that it happened in other public spaces at NJIT (Table 47). Some respondents noted that the incidents occurred in a meeting with a group of people (20%, $n = 43$), while walking on campus (17%, $n = 36$), in a virtual environment (e.g., Webex Google Meets, MS Teams, Zoom) (17%, $n = 36$), in an NJIT administrative office (16%, $n = 33$), in campus housing (16%, $n = 33$), or in a class/laboratory (15%, $n = 32$).

Table 47. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In other public spaces at NJIT	46	21.6
In a meeting with a group of people	43	20.2
While walking on campus	36	16.9
In a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom)	36	16.9
In an NJIT administrative office	33	15.5
In campus housing	33	15.5
In a class/laboratory	32	15.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B106 in Appendix B.

Fifty-one percent ($n = 108$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 48). Other respondents identified friends (19%, $n = 41$), staff members (17%, $n = 36$), coworkers/colleagues (16%, $n = 35$), faculty members/other instructional staff (13%, $n = 28$), strangers (7%, $n = 14$), and student staff (6%, $n = 12$) as targets.

Table 48. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	108	50.7
Friend	41	19.2
Staff member	36	16.9
Coworker/colleague	35	16.4
Faculty member/other instructional staff	28	13.1
Stranger	14	6.6
Student staff	12	5.6

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B101 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 39% ($n = 84$) noted that students were the sources of the conduct (Table 49). Respondents identified additional sources as faculty members/other instructional staff (16%, $n = 34$), and 13% each as staff members ($n = 28$), strangers ($n = 28$), or supervisors or managers ($n = 28$). Eleven percent ($n = 24$) of respondents identified senior administrators (e.g., dean, vice president, provost) as the source of the conduct.

Table 49. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	84	39.4
Faculty member/other instructional staff	34	16.0
Staff member	28	13.1
Stranger	28	13.1
Supervisor or manager	28	13.1
Senior administrator (e.g., dean, vice president, provost)	24	11.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B102 in Appendix B.

In response to observing this conduct, 60% ($n = 128$) of respondents felt angry, 43% ($n = 91$) felt distressed, 41% ($n = 87$) felt sad, 20% ($n = 43$) felt embarrassed, 12% ($n = 25$) felt afraid, and 7% ($n = 14$) felt somehow responsible (Table 50). Of the 10% ($n = 22$) of respondents who indicated their feeling was not listed, several added comments that they felt “annoyed,” “concerned,” “disappointed that a Dean would make such a remark,” “disgusted and disappointed,” and “frustrated.”

Table 50. Respondents’ Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who observed conduct
Angry	128	60.1
Distressed	91	42.7
Sad	87	40.8
Embarrassed	43	20.2
Afraid	25	11.7
Somehow responsible	14	6.6
A feeling not listed above	22	10.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 37% ($n = 78$) did not do anything, and 20% ($n = 42$) did not know to whom to go (Table 51). Seventeen percent each told a family member ($n = 37$) or contacted a NJIT resource ($n = 37$). Of the respondents who contacted a NJIT resource, 31% ($n = 11$) each sought support from a faculty member or Human Resources. Twenty-eight percent each sought support from the Office of Student Life ($n = 10$) or a senior administrator (e.g., dean, vice president, provost) ($n = 10$).

Table 51. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not do anything.	78	36.6
I did not know to whom to go.	42	19.7
I told a family member.	37	17.4
I contacted an NJIT resource.	37	17.4
<i>Faculty member</i>	11	30.6
<i>Human Resources</i>	11	30.6
<i>Office of Student Life</i>	10	27.8
<i>Senior administrator (e.g., dean, vice president, provost)</i>	10	27.8
I avoided the person/venue.	34	16.0
I confronted the person(s) at the time.	30	14.1
I confronted the person(s) later.	20	9.4
I sought information online.	16	7.5
I sought support from off-campus hotline/advocacy services.	8	3.8
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	< 5	---
I told a friend.	< 5	---
A response not listed above	35	16.4

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B108 in Appendix B.

Table 52 illustrates that 89% ($n = 177$) of respondents did not report the incident and that 12% ($n = 23$) of respondents did report the incident. Of the respondents who reported the incident, 36% ($n = 5$) felt that it was not addressed appropriately. Less than five respondents each indicated that the outcome was still pending; that they were satisfied with the outcome; that while the outcome was not what they hoped for, their complaint was addressed appropriately; and that the outcome was not shared.

Table 52. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I did not report it.	177	88.5
Yes, I reported it.	23	11.5
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	5	35.7
<i>Yes, I reported the conduct and the outcome is still pending.</i>	< 5	---
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Sixty-six Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on their observations of exclusionary behavior directed towards a person or group of people on campus. One theme emerged from Undergraduate Student respondents: microaggressive behavior.

Undergraduate Student respondents

Microaggressive Behavior. Undergraduate Student respondents reported observing microaggressive behavior directed toward a person or a group of people on campus. A respondent shared, “A group of black students were targeted multiple times by other students that are not identifiable. This occurred in all types of social media. This was especially bad

during the summer of George Floyd’s death...The comments were racist and very disrespectful.” Other respondents included, “As a black student on campus, I hear students constantly throw the ‘n-word’ around with no regard as to who’s present. In addition, I’ve noticed a lot of people have a negative perception of Newark because they say it’s ‘ghetto,’” and “I get upset listening to how men talk about their female friends or classmates, especially when they degrade the women to their male friends. I have overheard many conversations between men about how their female classmates are incompetent and don’t know what they’re doing.”

Summary

Seventy percent ($n = 1,299$) of respondents were “very comfortable” or “comfortable” with the overall climate at NJIT, which mirrors findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2020). Other investigations have suggested that 70% to 80% of respondents felt very comfortable or comfortable toward their overall campus climate. Lower percentages of respondents felt “very comfortable” or “comfortable” with the climate in their academic unit or division. Specifically, 61% ($n = 71$) of Faculty/Instructional Staff respondents and 65% ($n = 204$) of Staff respondents were “very comfortable” or “comfortable” with the climate in their division.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Rankin & Associates, 2020). At NJIT, 14% ($n = 258$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on position status (e.g., staff, faculty, student), gender/gender identity, and racial identity. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Ellis et al., 2018; S. R. Harper, 2015; S. R. Harper & Hurtado, 2007; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman et al., 2017; Sue, 2010).

Twelve percent ($n = 212$) of NJIT survey respondents indicated that they had observed conduct directed toward a person or group of people at NJIT that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity, gender/gender identity, and ethnicity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

ⁱ A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate at NJIT by position status: $\chi^2(8, N = 1,859) = 77.2, p < .001$.

ⁱⁱ A chi-square test was conducted to compare percentages of Student and Faculty respondents by degree of comfort with the classroom climate at NJIT by position status: $\chi^2(4, N = 1,533) = 25.3, p < .001$.

ⁱⁱⁱ A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate at NJIT by gender identity: $\chi^2(4, N = 1,781) = 15.1, p < .01$.

^{iv} A chi-square test was conducted to compare percentages of Staff respondents by degree of comfort with the climate in their division at NJIT by gender identity: $\chi^2(4, N = 298) = 9.7, p < .05$.

^v A chi-square test was conducted to compare percentages of Staff respondents by degree of comfort with the climate regarding day-to-day interactions in their work unit by gender identity: $\chi^2(4, N = 306) = 16.3, p < .05$.

^{vi} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate at NJIT by racial identity: $\chi^2(4, N = 1,751) = 49.8, p < .001$.

^{vii} A chi-square test was conducted to compare percentages of Staff respondents by degree of comfort with the climate regarding their day-to-day interactions in their work unit by racial identity: $\chi^2(4, N = 291) = 10.8, p < .05$.

^{viii} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate by racial identity: $\chi^2(4, N = 1,456) = 40.4, p < .01$.

^{ix} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate at NJIT by sexual identity: $\chi^2(12, N = 1,667) = 24.5, p < .05$.

^x A chi-square test was conducted to compare percentages of Student and Faculty respondents by degree of comfort with the classroom climate at NJIT by sexual identity: $\chi^2(4, N = 1,388) = 11.1, p < .05$.

^{xi} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate at NJIT by disability status: $\chi^2(8, N = 1,827) = 38.8, p < .001$.

^{xii} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the classroom climate at NJIT by disability status: $\chi^2(8, N = 1,514) = 35.4, p < .001$.

^{xiii} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate at NJIT by first-generation-student status: $\chi^2(4, N = 1,404) = 15.2, p < .01$.

^{xiv} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the classroom climate at NJIT by first-generation-student status: $\chi^2(4, N = 1,404) = 14.6, p < .01$.

^{xv} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 1,856) = 79.2, p < .001$.

^{xvi} A chi-square test was conducted to compare percentages of respondents who indicated that their experienced exclusionary, intimidating, offensive, and/or hostile conduct was based on position by position status: $\chi^2(2, N = 258) = 10.5, p < .01$.

^{xvii} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(1, N = 1,779) = 24.0, p < .001$.

^{xviii} A chi-square test was conducted to compare percentages of respondents who indicated that their experienced exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity by gender identity: $\chi^2(1, N = 240) = 37.4, p < .001$.

^{xix} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(5, N = 1,749) = 29.4, p < .001$.

^{xx} A chi-square test was conducted to compare percentages of respondents who indicated that their experienced exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity by racial identity: $\chi^2(5, N = 229) = 59.6, p < .001$.

^{xxi} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(5, N = 1,749) = 26.5, p < .001$.

^{xxii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(1, N = 1,776) = 15.0, p < .001$.

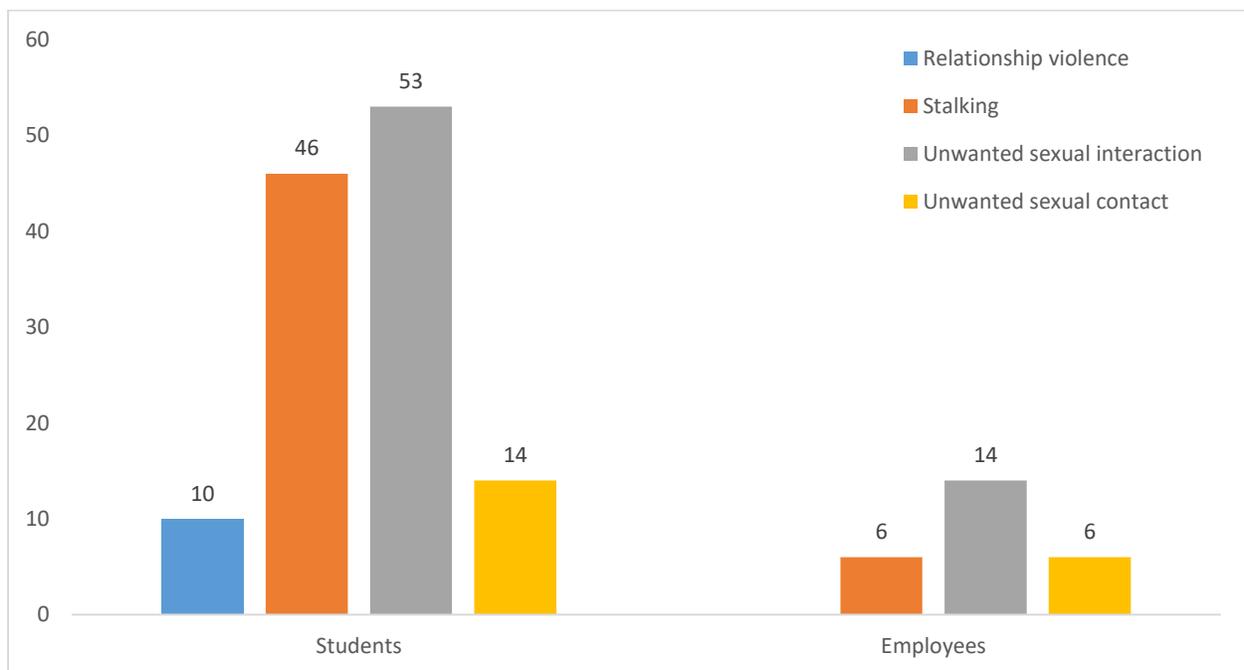
^{xxiii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 1,851) = 45.5, p < .001$.

^{xxiv} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(3, N = 1,665) = 27.8, p < .001$.

^{xxv} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by religious/spiritual affiliation: $\chi^2(3, N = 1,731) = 16.9, p < .001$.

Unwanted Sexual Experiences

Six percent ($n = 119$) of respondents indicated on the survey that they had experienced unwanted sexual contact/interaction/conduct,⁷⁰ with 1% ($n = 14$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 3% ($n = 52$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 4% ($n = 67$) experiencing unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment), and 1% ($n = 20$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the NJIT community. Figure 39 depicts respondents’ experiences of unwanted sexual contact/conduct by position status.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 39. Respondents’ Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)

⁷⁰ The survey used the term “unwanted sexual contact/interaction/conduct” to depict any unwanted sexual experiences and included “interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy.”

Relationship Violence

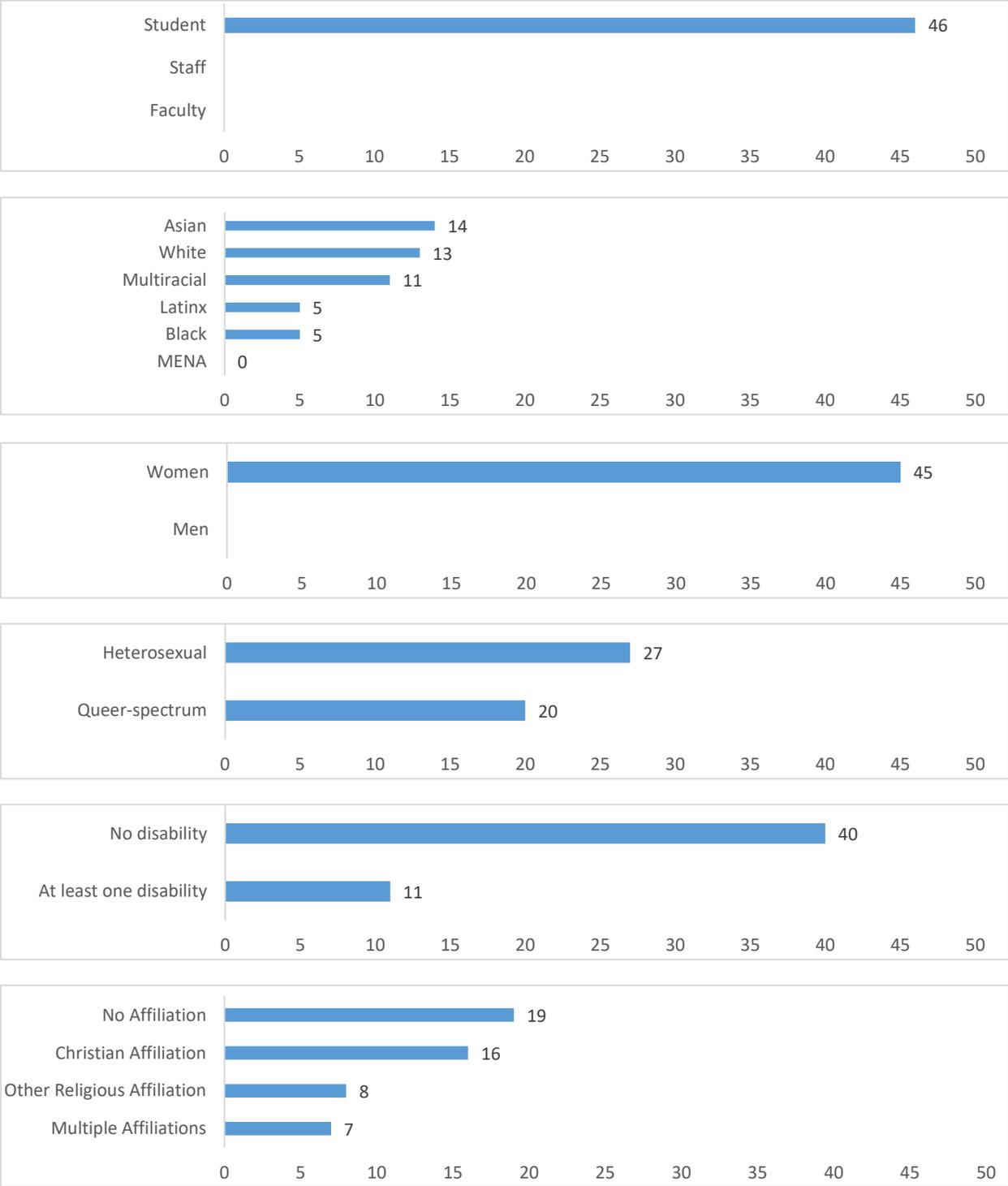
Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible because of low response numbers.

Qualitative Comment Analyses

Nine Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on why they did not report the relationship violence to a campus official or staff member. Owing to low response numbers, no themes emerged from respondents.

Stalking

Analyses of the data suggested that a higher percentage of Student respondents (3%, $n = 46$) than Staff respondents ($n < 5$) experienced stalking (Faculty/Instructional Staff respondents [$n < 5$] were not statistically different from the other groups) (Figure 40).^{xxvi} Analyses by racial identity revealed that a higher percentage of Multiracial respondents (7%, $n = 11$) than White respondents (2%, $n = 13$) experienced stalking (Asian respondents [3%, $n = 14$], Black respondents [3%, $n = 5$], Latinx respondents [2%, $n = 5$], and MENA respondents [0%, $n = 0$] were not statistically different from the other groups).^{xxvii} Six percent ($n = 45$) of Women respondents compared with Men respondents ($n < 5$) experienced stalking.^{xxviii} Six percent ($n = 20$) of Queer-spectrum respondents compared with 2% ($n = 27$) of Heterosexual respondents experienced stalking.^{xxix} By disability status, 5% ($n = 11$) of Respondents with At Least One Disability experienced stalking, compared with 2% ($n = 40$) of Respondents with No Disability.^{xxx} In terms of religious/spiritual affiliation, a higher percentage of Respondents with Multiple Affiliations (7%, $n = 7$) than either Christian Affiliation respondents (2%, $n = 16$) or Non-Christian Affiliation respondents (2%, $n = 8$) experienced stalking (No Affiliation respondents [4%, $n = 19$] were not statistically different from the other groups).^{xxxi}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 40. Respondents’ Experiences of Stalking While at NJIT by Position Status, Racial Identity, Gender Identity, Sexual Identity, Disability Status, and Religious/Spiritual Identity (n)

Half of respondents (50%, $n = 26$) who indicated they experienced stalking noted that it happened less than six months ago, 21% ($n = 11$) noted that it happened 6–12 months ago, and 21% ($n = 11$) noted it happened 13–23 months ago.

Respondents were asked if alcohol and drugs were involved in the stalking; 96% ($n = 48$) answered “no.” The survey also asked Student respondents⁷¹ to share what semester in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 44% ($n = 23$) noted that it occurred in their first year as an undergraduate student, and 25% ($n = 13$) noted that it occurred in their second year as an undergraduate student (Table 53).

Table 53. Year in Which Student Respondents Experienced Stalking

Year stalking occurred	<i>n</i>	%
During my time as a graduate/professional student at NJIT	5	9.6
Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)	< 5	---
Undergraduate first year	23	44.2
<i>Fall semester</i>	16	69.6
<i>Winter session</i>	< 5	---
<i>Spring semester</i>	11	47.8
<i>Summer session</i>	< 5	---
Undergraduate second year	13	25.0
<i>Fall semester</i>	9	69.2
<i>Winter session</i>	< 5	---
<i>Spring semester</i>	6	46.2
<i>Summer session</i>	< 5	---
Undergraduate third year	9	17.3
<i>Fall semester</i>	8	88.9
<i>Winter session</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer session</i>	< 5	---

⁷¹ Undergraduate Student and Graduate Student/Post-Doc responses were combined for analysis because the number of Graduate Student/Post-Doc respondents was too low to maintain confidentiality.

Table 53. Year in Which Student Respondents Experienced Stalking

Year stalking occurred	<i>n</i>	%
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
Undergraduate fifth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
After my fifth year as an undergraduate	0	0.0

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 46$). Percentages may not sum to 100 as a result of multiple response choices.

Seventy-one percent ($n = 37$) of the respondents who indicated on the survey that they experienced stalking identified a NJIT student as the perpetrator of the conduct. Respondents also identified other sources as strangers (27%, $n = 14$), acquaintances/friends (15%, $n = 8$), or current or former dating/intimate partners (10%, $n = 5$).

Asked where the stalking incidents occurred, 71% ($n = 37$) of respondents indicated that they occurred on campus, and 44% ($n = 23$) indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as “Instagram,” “my bus stop/commute getting to campus,” “online,” and “social media.” Respondents who experienced stalking on campus commented that the incidents occurred in “Campus Center,” “outside buildings,” “library, student pc mail,” and “Residence hall.”

Asked how they felt in response to experiencing stalking, 54% ($n = 28$) of respondents felt distressed, 48% ($n = 25$) felt afraid, 31% ($n = 16$) felt angry, 25% ($n = 13$) felt embarrassed, 21% ($n = 11$) felt somehow responsible, and 15% ($n = 8$) felt sad (Table 54). Of the 29% ($n = 15$) who indicated they felt “a feeling not listed above,” responses included “annoyed,” “creeped out and uncomfortable,” and “awkward at times.”

Table 54. Emotional Reaction to Experienced Stalking

Emotional reaction	<i>n</i>	%
Distressed	28	53.8
Afraid	25	48.1
Angry	16	30.8
Embarrassed	13	25.0
Somehow responsible	11	21.2
Sad	8	15.4
A feeling not listed above	15	28.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 52$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 71% ($n = 37$) of respondents told a friend. Fifty-six percent ($n = 29$) avoided the person/venue, and 33% ($n = 17$) told a family member (Table 55). Of the 10 respondents who contacted an NJIT resource, 60% ($n = 6$) contacted the Office of Student Life.

Table 55. Actions in Response to Experienced Stalking

Action	<i>n</i>	%
I told a friend.	37	71.2
I avoided the person/venue.	29	55.8
I told a family member.	17	32.7
I contacted an NJIT resource.	10	19.2
<i>Office of Student Life</i>	6	60.0
I did not do anything.	8	15.4
I did not know to whom to go.	7	13.5
I sought information online.	7	13.5
I confronted the person(s) later.	7	13.5
I confronted the person(s) at the time.	6	11.5
I sought support from off-campus hotline/advocacy services.	< 5	---
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	0	0.0
A response not listed above	6	11.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 52$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B75 in Appendix B.

Fourteen percent ($n = 7$) of respondents officially reported the stalking, and 87% ($n = 45$) did not report the incident(s) (Table 56).

Table 56. Respondents’ Reporting of Stalking

Reporting the stalking	<i>n</i>	%
No, I did not report it.	45	86.5
Yes, I reported it.	7	13.5
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	< 5	---
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	< 5	---
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 52$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Thirty-eight Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on why they did not report the stalking to a campus official or staff member. One theme emerged from Undergraduate Student respondents: not serious enough.

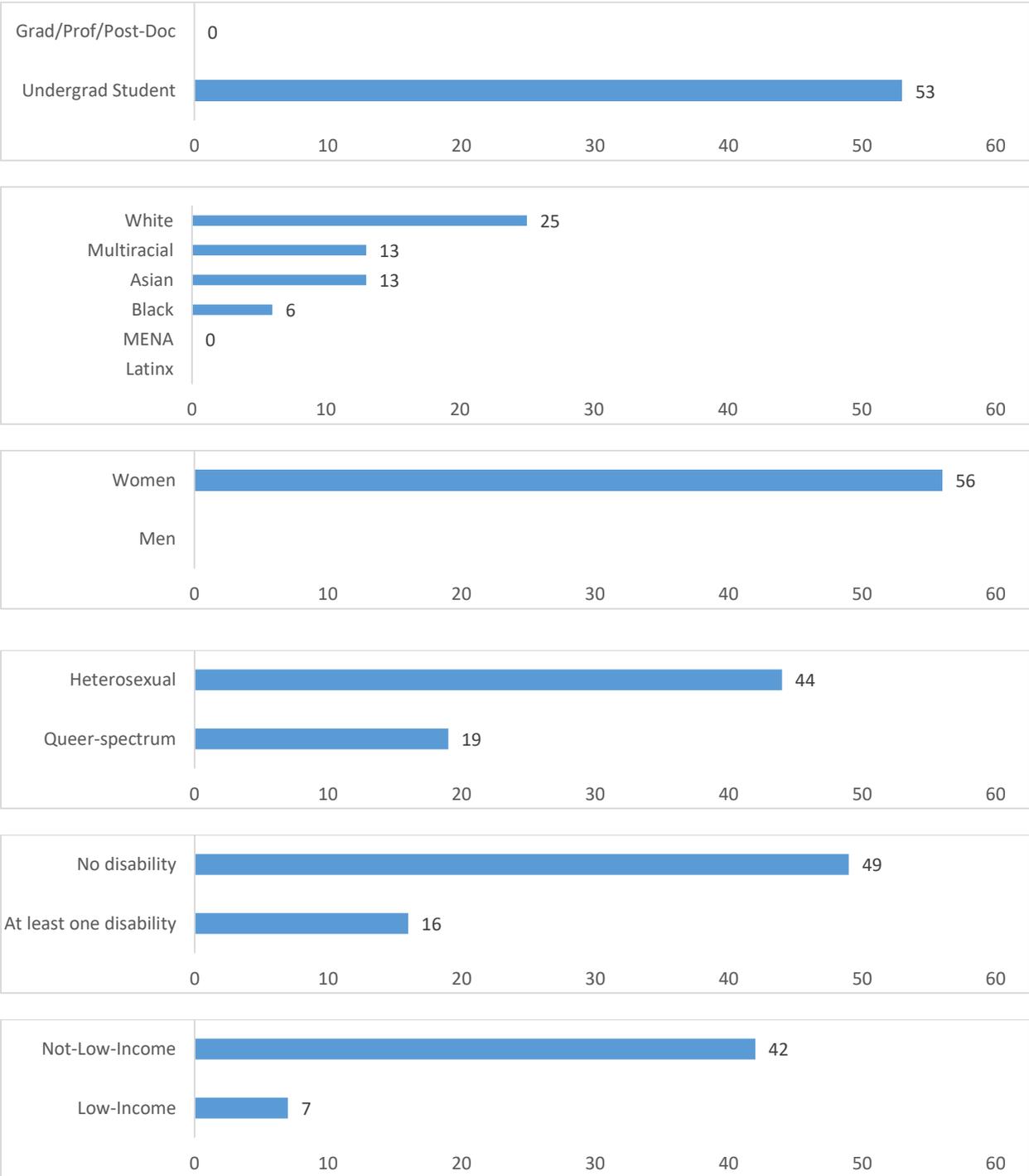
Undergraduate Student respondents

Not Serious Enough. Undergraduate Student respondents shared that they did not report the stalking because it was not serious enough. Respondents stated, “Did not feel it was severe enough to go through the official reporting process,” “I could handle it on my own, it wasn’t that serious. If it felt out of my control, then I would have asked for help,” and “I didn’t feel like it was that serious. I did not feel like I was in physical danger or that my stalker was a threat, I was just annoyed and wanted to be left alone.”

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (4%, $n = 53$) than Graduate Student/Post-Doc respondents (0%, $n = 0$) experienced unwanted sexual interaction (Figure 41).^{xxxiii} Nine percent ($n = 13$) of Multiracial respondents experienced

unwanted sexual interaction, compared with 3% ($n = 13$) of Asian respondents and less than five Latinx respondents (Black respondents [3%, $n = 6$], MENA respondents [0%, $n = 0$], and White respondents [5%, $n = 25$] were not statistically different from other racial identity groups).^{xxxiii} Additionally, a higher percentage of Women respondents (7%, $n = 56$) than Men respondents ($n < 5$) experienced unwanted sexual interaction (Figure 41).^{xxxiv} Six percent ($n = 19$) of Queer-spectrum respondents compared with 3% ($n = 44$) of Heterosexual respondents experienced unwanted sexual interaction.^{xxxv} A higher percentage of Respondents with At Least One Disability (8%, $n = 16$) than Respondents with No Disability (3%, $n = 49$) experienced unwanted sexual interaction,^{xxxvi} and a higher percentage of Not-Low-Income respondents (5%, $n = 42$) than Low-Income respondents (2%, $n = 7$) experienced unwanted sexual interaction.^{xxxvii}



Note: Responses with n < 5 are not presented in the figure.

Figure 41. Respondents’ Experiences of Unwanted Sexual Interaction While at NJIT by Student Status, Racial Identity, Gender Identity, Sexual Identity, Disability Status, and Income Status (n)

Forty-eight percent of respondents ($n = 32$) who indicated that they experienced unwanted sexual interaction indicated it happened less than six months ago, and 27% ($n = 18$) noted it happened six to twelve months ago.

Respondents were asked if alcohol and drugs were involved in the sexual interaction, and 18% ($n = 12$) indicated “yes.” Of those who indicated alcohol and or drugs were involved, 86% ($n = 6$) noted alcohol only was involved. Less than five respondents noted that drugs only were involved.

The survey also asked Student respondents⁷² to share what semester in their college career they experienced an unwanted sexual interaction. Of Student respondents who indicated that they experienced an unwanted sexual interaction, 48% ($n = 32$) noted that it occurred in their first year of college, 28% ($n = 19$) noted that it occurred in their second year, 18% ($n = 12$) noted that it occurred in their third year, and 10% ($n = 7$) noted that it occurred during their fourth year (Table 57).

Table 57. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at NJIT	< 5	---
Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)	0	0.0
Undergraduate first year	32	47.8
<i>Fall semester</i>	26	81.3
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	16	50.0
<i>Summer session</i>	0	0.0
Undergraduate second year	19	28.4
<i>Fall semester</i>	15	78.9
<i>Winter session</i>	0	0.0

⁷² Undergraduate Student and Graduate Student/Post-Doc responses were combined for analysis because the number of Graduate Student/Post-Doc respondents was too low to maintain confidentiality.

Table 57. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
<i>Spring semester</i>	9	47.4
<i>Summer session</i>	< 5	---
Undergraduate third year	12	17.9
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	< 5	---
<i>Summer session</i>	0	0.0
Undergraduate fourth year	7	10.4
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	< 5	---
<i>Summer session</i>	0	0.0
Undergraduate fifth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
After my fifth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices.

Forty-eight percent (*n* = 32) of the respondents who indicated on the survey that they experienced an unwanted sexual interaction identified a NJIT student as the perpetrator of the conduct. Respondents also identified other sources as strangers (45%, *n* = 30), acquaintances/friends (18%, *n* = 12), NJIT staff members (13%, *n* = 9), and NJIT faculty members (8%, *n* = 5). Less than five respondents each identified NJIT managers/supervisors, current or former dating/intimate partners, and other roles/relationships as the perpetrators of the conduct.

Asked where the unwanted sexual interaction incidents(s) occurred, 67% (*n* = 45) of respondents indicated that they occurred on campus, and 40% (*n* = 27) indicated they occurred off campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as “a formal for a greek org,” “Greek Row,” “Online,” and

“Yaya tea.” Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as “Campus Center,” “frat house,” “Honors Hall study lounge,” and “walking through campus.”

Asked how they felt in response to experiencing unwanted sexual interaction, 57% ($n = 38$) felt angry, 40% ($n = 27$) felt distressed, 33% ($n = 22$) felt embarrassed, 29% ($n = 19$) felt afraid, 24% ($n = 16$) felt somehow responsible, and 12% ($n = 8$) felt sad (Table 58).

Table 58. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
Angry	38	56.7
Distressed	27	40.3
Embarrassed	22	32.8
Afraid	19	28.4
Somehow responsible	16	23.9
Sad	8	11.9
A feeling not listed above	14	20.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 67$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 51% ($n = 34$) of respondents told a friend (Table 59). Respondents also avoided the person/venue (34%, $n = 23$), did not do anything (34%, $n = 23$), did not know to whom to go (16%, $n = 11$), confronted the person(s) at the time (13%, $n = 9$), told a family member (10%, $n = 7$), and confronted the person(s) later (9%, $n = 5$). Eight percent ($n = 5$) of respondents contacted a NJIT resource.

Table 59. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I told a friend.	34	50.7
I avoided the person/venue.	23	34.3
I did not do anything.	23	34.3
I did not know to whom to go.	11	16.4
I confronted the person(s) at the time.	9	13.4
I told a family member.	7	10.4
I confronted the person(s) later.	6	9.0
I contacted an NJIT resource.	5	7.5
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	< 5	---
I sought information online.	< 5	---
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above	6	9.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 67). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B83 in Appendix B.

Ten percent (*n* = 7) of respondents officially reported the incident(s) (Table 60).

Table 60. Respondents' Reporting of Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	<i>n</i>	%
No, I did not report it.	60	89.6
Yes, I reported it.	7	10.4
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	< 5	---
<i>Yes, I reported the conduct and the outcome is still pending.</i>	< 5	---
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 67). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

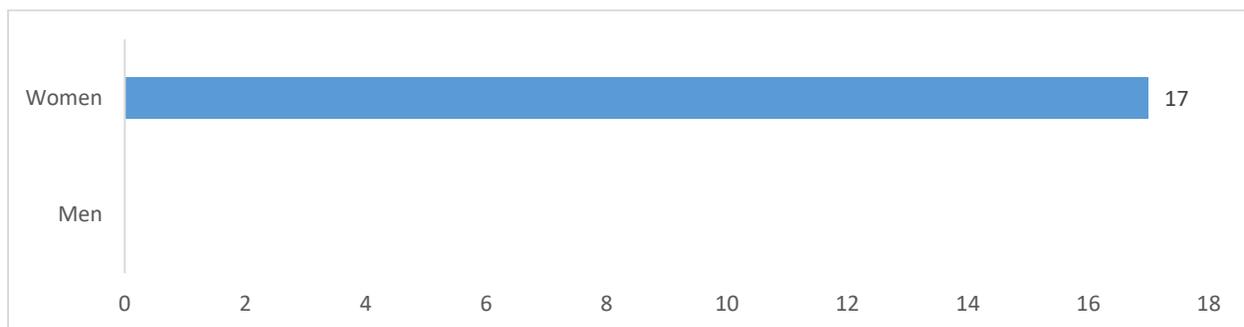
Fifty-one Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on why they did not report the unwanted sexual interaction to a campus official or staff member. One theme emerged from Undergraduate Student respondents: catcalling.

Undergraduate Student respondents

Catcalling. Undergraduate Student respondents described being catcalled as normalized social behavior that happens frequently to women. Respondent stated, “Getting catcalled happens all the time that I thought I did not need to report it,” “I got catcalled a few times around campus, nothing would have been done about it,” and “Women get catcalled all the time. Nothing would have come from reporting it, and it wasn’t worth the effort.”

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Women respondents (2%, $n = 17$) than Men respondents ($n < 5$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent (Figure 42).^{xxxviii}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 42. Respondents’ Experiences of Unwanted Sexual Contact While at NJIT by Gender Identity (n)

Of respondents who indicated they had experienced unwanted sexual contact, 30% ($n = 6$) said it happened less than six months ago and 30% ($n = 6$) noted it happened two to four years ago.

Respondents were asked if alcohol and drugs were involved in the unwanted sexual contact. Less than five indicated “yes.”

Student respondents⁷³ were also asked to share in what semester in their college career they experienced unwanted sexual contact. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 30% ($n = 6$) noted that it occurred in their first year (Table 61).

Table 61. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at NJIT	< 5	---
Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)	< 5	---
Undergraduate first year	6	30.0
<i>Fall semester</i>	< 5	---
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	< 5	---
<i>Summer session</i>	0	0.0
Undergraduate second year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	< 5	---
<i>Summer session</i>	0	0.0
Undergraduate third year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	< 5	---
<i>Summer session</i>	0	0.0
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	< 5	---
<i>Summer session</i>	0	0.0

⁷³ Undergraduate Student and Graduate Student/Post-Doc responses were combined for analysis because the number of Graduate Student/Post-Doc respondents was too low to maintain confidentiality.

Table 61. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	<i>n</i>	%
Undergraduate fifth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
After my fifth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 14). Percentages may not sum to 100 as a result of multiple response choices.

Forty percent (*n* = 8) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified NJIT students (35%, *n* = 7) as perpetrators of the conduct.

Asked where the unwanted sexual contact incidents occurred, 50% (*n* = 10) of respondents indicated that they occurred on campus, and 45% (*n* = 9) indicated they occurred off campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “Fraternity house,” “his car,” and “University Center.” Respondents who experienced unwanted sexual contact on campus indicated that the incidents occurred in places such as “conference room,” “Cypress Dorms,” “Fenster/Campus Center Bridge,” and “laurel.”

Asked how they felt in response to experiencing unwanted sexual contact, 50% (*n* = 10) felt angry, 50% (*n* = 10) felt somehow responsible, 40% each (*n* = 8) felt distressed or sad, and 35% (*n* = 7) each felt afraid or embarrassed. Less than five indicated they felt a feeling not listed above (Table 62).

Table 62. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	<i>n</i>	%
Angry	10	50.0
Somehow responsible	10	50.0
Distressed	8	40.0
Sad	8	40.0
Afraid	7	35.0
Embarrassed	7	35.0
A feeling not listed above	4	20.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 70% (*n* = 14) told a friend, 35% (*n* = 7) avoided the person/venue, and 25% (*n* = 5) did not do anything (Table 63).

Table 63. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I told a friend.	14	70.0
I avoided the person/venue.	7	35.0
I did not do anything.	5	25.0
I told a family member.	< 5	---
I sought information online.	< 5	---
I sought support from off-campus hotline/advocacy services.	< 5	---
I confronted the person(s) at the time.	< 5	---
I confronted the person(s) later.	< 5	---
I contacted an NJIT resource.	< 5	---
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	< 5	---
I did not know to whom to go.	0	0.0
A response not listed above	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B91 in Appendix B.

Seventy-four percent ($n = 14$) of respondents did not report the unwanted sexual contact, and 26% ($n = 5$) reported the incident(s) (Table 64).

Table 64. Respondents’ Reporting of Unwanted Sexual Contact

Reporting the unwanted sexual contact	<i>n</i>	%
No, I did not report it.	14	73.7
Yes, I reported it.	5	26.3
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the conduct and the outcome is still pending.</i>	< 5	---
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	< 5	---
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 20$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Twelve Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on why they did not report the unwanted sexual contact to a campus official or staff member. Owing to low response numbers, no themes emerged from respondents.

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

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at NJIT (Table 65). Ninety-eight percent ($n = 1,818$) of respondents “strongly agreed” or “agreed” that they were aware of the definition of Consent, and 91% ($n = 1,692$) of respondents “strongly agreed” or “agreed” that they generally were aware of the role of the NJIT Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-six percent ($n = 1,406$) of respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents.

Eighty-five percent ($n = 1,572$) of respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence,

and stalking, and 84% ($n = 1,551$) of respondents “strongly agreed” or “agreed” that they generally were aware of the campus resources listed on the survey.

Ninety-three percent ($n = 1,723$) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Eighty-six percent ($n = 1,587$) of respondents “strongly agreed” or “agreed” that they understood that NJIT standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Eighty percent ($n = 1,472$) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in the NJIT Annual Security Report (i.e., Clery Annual Security Report). Seventy-six percent ($n = 1,389$) of respondents “strongly agreed” or “agreed” that they knew that NJIT sends a Public Safety Alert to the campus community when such an incident occurs.

Table 65. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Consent.	1,508	81.3	310	16.7	28	1.5	6	0.3	3	0.2
I am generally aware of the role of NJIT Title IX Coordinator regarding reporting incidents of unwanted sexual contact/conduct.	1,083	58.5	609	32.9	101	5.5	50	2.7	8	0.4
I know how and where to report incidents of unwanted sexual contact/conduct.	783	42.3	623	33.6	224	12.1	186	10.0	36	1.9
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	920	49.9	652	35.3	161	8.7	99	5.4	13	0.7

Table 65. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am generally aware of the campus resources listed here: njit.edu/students or njit.edu/facultystaff	836	45.4	715	38.8	183	9.9	89	4.8	18	1.0
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	1,180	63.9	543	29.4	104	5.6	16	0.9	3	0.2
I understand that NJIT standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	960	52.2	627	34.1	182	9.9	63	3.4	8	0.4
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in NJIT Annual Security Report (i.e., Clery Annual Security Report).	868	47.2	604	32.8	182	9.9	154	8.4	31	1.7
I know that NJIT sends a Public Safety Alert to the campus community when incidents of unwanted sexual contact/conduct occur.	828	45.0	561	30.5	207	11.3	199	10.8	45	2.4

Summary

Six percent (*n* = 119) of respondents indicated on the survey that they had experienced unwanted sexual contact/interaction/conduct, with 1% (*n* = 14) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 3% (*n* = 52) experiencing stalking (e.g., following me, on social media, texting, phone calls), 4% (*n* = 67) experiencing unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment), and 1% (*n* = 20) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the NJIT community.

^{xxvi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by position status: $\chi^2(2, N = 1,860) = 6.8, p < .05$.

^{xxvii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by racial identity: $\chi^2(5, N = 1,752) = 15.9, p < .01$.

^{xxviii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(1, N = 1,782) = 54.8, p < .001$.

^{xxix} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2(1, N = 1,668) = 16.4, p < .001$.

^{xxx} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(1, N = 1,844) = 5.4, p < .05$.

^{xxxi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by religious/spiritual affiliation: $\chi^2(3, N = 1,736) = 10.7, p < .05$.

^{xxxii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by student status: $\chi^2(1, N = 1,421) = 7.9, p < .01$.

^{xxxiii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: $\chi^2(1, N = 1,752) = 22.3, p < .001$.

^{xxxiv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(1, N = 1,782) = 70.2, p < .001$.

^{xxxv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(1, N = 1,668) = 4.8, p < .05$.

^{xxxvi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(1, N = 1,844) = 11.7, p < .001$.

^{xxxvii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by income status: $\chi^2(1, N = 1,314) = 5.4, p < .05$.

^{xxxviii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(1, N = 1,782) = 19.6, p < .001$.

Faculty/Instructional Staff and Staff Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Faculty/Instructional Staff and Staff respondents about whether they had observed unjust employment practices at NJIT within the past five years that were unjust (Table 66).⁷⁴

Table 66. Employee Respondents Who Observed Employment Practices That Were Unjust

Response	Hiring practices		Promotion, tenure, reappointment, and/or reclassification practices		Employment-related discipline or action	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No						
Faculty	79	68.1	84	73.0	92	80.0
Staff	230	73.0	220	70.7	241	76.5
Yes						
Faculty	37	31.9	31	27.0	23	20.0
Staff	85	27.0	91	29.3	74	23.5

Note: Table reports responses only from Faculty/Instructional Staff and Staff respondents (*n* = 439).

Unjust Hiring Practices

Thirty-two percent (*n* = 37) of Faculty/Instructional Staff and 27% (*n* = 85) of Staff respondents indicated that they had observed hiring practices at NJIT (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) within the past five years that they perceived to be unjust. Of those Faculty/Instructional Staff respondents who indicated that they had observed unjust hiring at NJIT, 46% (*n* = 17) noted it was based on gender/gender identity,

⁷⁴ With the CCWG's approval, racial identity was recoded into the categories White, Multiracial, and People of Color to maintain response confidentiality. Gender identity was recoded as Men and Women. Sexual identity was recoded into the categories Queer-spectrum and Heterosexual. Disability status was recoded as At Least One Disability and No Disability.

35% ($n = 13$) indicated it was based on nepotism/cronyism, 30% ($n = 11$) on racial identity, and 27% ($n = 10$) thought it was based on preference for an internal candidate. Of those Staff respondents who indicated that they had observed unjust hiring at NJIT, 29% ($n = 25$) noted that internal candidates were not given equal consideration, 26% ($n = 22$) said it was preference for an internal candidate, and 22% ($n = 19$) indicated it was based on nepotism/cronyism.

Subsequent analyses⁷⁵ revealed the following statistically significant differences:

- By faculty status, 41% ($n = 40$) of Tenured/Tenure-Track Faculty respondents and 17% ($n = 7$) of Instructional Staff respondents indicated that they had observed unjust hiring practices.^{xxxix}
- By gender identity, 33% ($n = 79$) of Women Employee respondents and 21% ($n = 34$) of Men Employee respondents indicated that they had observed unjust hiring practices.^{xi}
- By years of employment, 39% ($n = 376$) of Employee respondents who had been employed at NJIT 11–20 years and 21% ($n = 32$) of Employee respondents who had been employed at NJIT less than six years indicated that they had observed unjust hiring practices (Employee respondents who had been employed at NJIT 6–10 years [31%, $n = 24$] and more than 20 years [28%, $n = 25$] were not statistically different from the other groups).^{xli}

Unjust Practices Related to Promotion, Tenure, Reappointment, and/or Reclassification

Twenty-seven percent ($n = 31$) of Faculty/Instructional Staff and 29% ($n = 122$) of Staff respondents indicated that they had observed promotion, tenure, reappointment, and/or reclassification practices at NJIT in the past five years that they perceived to be unjust. Of those Faculty/Instructional Staff respondents, 48% ($n = 15$) noted it was based on gender/gender identity and 13% ($n = 4$) indicated it was based on nepotism/cronyism. Of those Staff respondents, 25% ($n = 23$) indicated it was based on position status, 23% ($n = 21$) indicated it

⁷⁵ Chi-square analyses were conducted by position status, gender identity, racial identity, years of employment, sexual identity, and disability status; only significant differences are reported.

was based on nepotism/cronyism 18% ($n = 16$) felt it was based on gender/gender identity, and 17% ($n = 15$) said it was based on length of service at NJIT.

Subsequent analyses⁷⁶ revealed the following statistically significant differences:

- By gender identity, 35% ($n = 81$) of Women Employee respondents and 22% ($n = 36$) of Men Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.^{xlii}
- By racial identity, 37% ($n = 56$) of People of Color Employee respondents and 22% ($n = 47$) of White Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices (Multiracial Employee respondents [31%, $n = 5$] were not statistically different from the other groups).^{xliii}
- By years of employment, 17% ($n = 25$) of Employee respondents who had been employed at NJIT less than six years indicated that they had observed unjust hiring practices, compared with 34% ($n = 26$) of Employee respondents who had been employed at NJIT 6–10 years, 35% ($n = 32$) of Employee respondents who had been employed at NJIT 11–20 years, and 38% ($n = 33$) of Employee respondents who had been employed at NJIT more than 20 years.^{xliv}
- By disability status, 62% ($n = 8$) of Employee Respondents with Multiple Disabilities and 28% ($n = 102$) of Employee Respondents with No Disability indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices (Employee respondents with a Single Disability [30%, $n = 7$] were not statistically different from the other groups).^{xlv}

Unjust Employment-Related Discipline or Action

Twenty percent ($n = 23$) of Faculty/Instructional Staff and 24% ($n = 74$) of Staff respondents indicated that they had observed employment-related discipline or action (or inaction), up to and including dismissal, at NJIT within the past five years that they perceived to be unjust. Of those

⁷⁶ Chi-square analyses were conducted by position status, gender identity, racial identity, years of employment, sexual identity, and disability status; only significant differences are reported.

Faculty/Instructional Staff respondents, 30% ($n = 7$) noted it was based on gender/gender identity, 17% ($n = 4$) on length of service at NJIT, and 13% ($n = 3$) each indicated it was based on nepotism/cronyism, ethnicity, and racial identity. Of those Staff respondents, 15% ($n = 11$) said it was based on length of service at NJIT, 14% ($n = 10$) indicated it was based on position status, 12% ($n = 9$) felt it was based on age, and 10% ($n = 7$) indicated it was based on nepotism/cronyism .

Subsequent analyses⁷⁷ revealed the following statistically significant differences:

- By faculty position status, 27% ($n = 20$) of Tenured/Tenure-Track Faculty respondents and less than five Instructional Staff respondents indicated that they had observed unjust employment-related discipline or action.^{xlvi}
- By years of employment, 30% ($n = 27$) of Employee respondents who had been employed at NJIT 11–20 years and 15% ($n = 23$) of Employee respondents who had been employed at NJIT less than six years indicated that they had observed unjust employment-related discipline or action (Employee respondents who had been employed at NJIT 6–10 years [27%, $n = 21$] and more than 20 years [26%, $n = 23$] were not statistically different from the other groups).^{xlvii}

Qualitative Comment Analyses

Fifty-six Faculty and Staff respondents elaborated on their observations of unjust employment practices related to hiring, promotion, and employment-related disciplinary actions. One theme emerged from Faculty respondents: minority/female candidates.

Faculty respondents

Minority/Female Candidates. Faculty respondents reported observing unfair hiring practices directed toward minority and female candidates. Respondents shared, “Certain colleagues (by no means all) appear reluctant to shortlist female candidates. It appears that some colleagues hold female candidates to a higher standard than male candidates,” and “My observations are that

⁷⁷ Chi-square analyses were conducted by position status, gender identity, racial identity, years of employment, sexual identity, and disability status; only significant differences are reported.

implicit bias among the search committee members plays a large role in the lack of diversity in hiring. In particular I have noticed this with the abilities of female candidates questioned more than male candidates.” Another respondent added, “Some senior faculty just want to hire their (male) friends or friends’ advisees and openly say in unit meetings that there are no qualified female or minority candidates.” Other respondents included, “Outstanding faculty were not hired based on race, area of study (due to bias toward specific areas). Hostility toward candidates being interviewed was so severe that rumors started spreading about hostile hiring practices,” and “The gross gender imbalance in faculty hiring points to implicit bias, either in the process, or, more likely, in the perception of an unwelcoming environment.”

Faculty/Instructional Staff Respondents’ Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty/Instructional Staff respondents ($n = 116$) about their opinions regarding various issues specific to workplace climate and faculty/instruction work. Question 36 queried Tenured/Tenure-Track Faculty respondents ($n = 74$), Question 38 addressed Instructional Staff respondents ($n = 42$), and Question 40 addressed all Faculty/Instructional Staff respondents ($n = 116$). Chi-square analyses were conducted by faculty status (Tenured/Tenure-Track or Instructional Staff), gender identity, racial identity, sexual identity, years of employment, and disability status.

Tenured/Tenure-Track Faculty Respondents

Table 67 illustrates that 61% ($n = 45$) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. Forty-one percent ($n = 30$) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their school/division. In contrast, 43% ($n = 32$) of Tenured/Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that tenure standards/promotion standards were applied equally to faculty across the university. Thirty-five percent ($n = 33$) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. Forty-four percent ($n = 32$) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or

“agreed” that NJIT faculty who qualify for delaying their tenure-clock felt empowered to do so. No statistically significant differences were found between groups.

Table 67. Tenured/Tenure-Track Faculty Respondents’ Perceptions of Tenure and Promotion Processes

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	8	10.8	37	50.0	12	16.2	11	14.9	6	8.1
The tenure standards/promotion standards are applied equally to faculty in my school/division.	12	16.2	18	24.3	17	23.0	19	25.7	8	10.8
The tenure standards/promotion standards are applied equally to faculty across the university.	< 5	---	11	14.9	27	36.5	18	24.3	14	18.9
Supported and mentored during the tenure-track years.	11	15.1	22	30.1	18	24.7	15	20.5	7	9.6
NJIT faculty who qualify for delaying their tenure-clock feel empowered to do so.	14	19.2	18	24.7	28	38.4	10	13.7	< 5	---

Note: Table reports responses only from Tenured/Tenure-Track Faculty respondents (*n* = 74).

Table 68 illustrates that 74% (*n* = 55) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by NJIT. Fifty-one percent (*n* = 37) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by NJIT. Forty percent (*n* = 29) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by NJIT. No statistically significant differences were found between groups.

Twenty-eight percent (*n* = 20) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were pressured to change their research, scholarship, or creative output to achieve tenure/promotion. No statistically significant differences were found between groups.

Table 68. Tenured/Tenure-Track Faculty Respondents’ Perceptions of NJIT’s Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT values research.	32	43.2	23	31.1	11	14.9	7	9.5	< 5	---
NJIT values teaching.	15	20.5	22	30.1	17	23.3	12	16.4	7	9.6
NJIT values service contributions.	8	11.0	21	28.8	16	21.9	17	23.3	11	15.1
Pressured to change my research, scholarship, or creative output to achieve tenure/promotion.	8	11.3	12	16.9	21	29.6	18	25.4	12	16.9

Note: Table reports responses only from Tenured/Tenure-Track Faculty respondents (*n* = 74).

Thirty-six percent (*n* = 26) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 69). Forty-seven percent (*n* = 34) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. No statistically significant differences were found between groups.

Thirty-four percent (*n* = 24) of Tenured/Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that faculty members in their departments/programs who used family accommodation (FMLA) policies were disadvantaged in promotion/tenure. Fifty-two percent (*n* = 37) of Tenured/Tenure-Track Faculty respondents “neither agreed nor disagreed” with this statement. No statistically significant differences were found between groups.

Sixty-two percent (*n* = 45) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. No statistically significant differences were found between groups.

Table 69. Tenured/Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	12	16.4	14	19.2	20	27.4	22	30.1	5	6.8
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	16	21.9	18	24.7	26	35.6	11	15.1	< 5	---
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	< 5	---	7	9.9	37	52.1	15	21.1	9	12.7
Salaries for tenure-track faculty positions are competitive.	10	13.7	35	47.9	14	19.2	9	12.3	5	6.8

Note: Table reports responses only from Tenured/Tenure-Track Faculty respondents (*n* = 74).

Forty-one percent (*n* = 30) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that shared governance committees valued faculty opinions (Table 70). Thirty-eight percent (*n* = 28) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the Faculty Senate is an effective advocate for faculty concerns. In addition, 32% (*n* = 24) of Tenured/Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” with the same statement. No statistically significant differences were found between groups.

Thirty-three percent (*n* = 24) of Tenured/Tenure-Track Faculty respondents “strongly agreed” or “agreed” that senior administrators (e.g., dean, vice president, provost) took faculty opinions seriously. Forty percent (*n* = 29) of Tenured/Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” with that statement. No statistically significant differences were found between groups.

Forty-four percent ($n = 32$) of Tenured/Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that the senior administration abided by shared governance, soliciting input from relevant constituent groups before making decisions. Thirty-six percent ($n = 26$) of Tenured/Tenure-Track Faculty respondents “neither agreed nor disagreed” that the senior administration abided by shared governance. No statistically significant differences were found between groups.

Table 70. Tenured/Tenure-Track Faculty Respondents’ Perceptions of Faculty Opinions’ Weight and Committee Assignments

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Shared governance committees value faculty opinions.	7	9.6	23	31.5	23	31.5	12	16.4	8	11.0
The Faculty Senate is an effective advocate for faculty concerns.	< 5	---	24	32.4	22	29.7	14	18.9	10	13.5
Senior administrators (e.g., dean, vice president, provost) take faculty opinions seriously.	7	9.6	17	23.3	20	27.4	17	23.3	12	16.4
The senior administration abides by shared governance, soliciting input from relevant constituent groups before making decisions.	< 5	---	11	15.1	26	35.6	16	21.9	16	21.9

Note: Table reports responses only from Tenured/Tenure-Track Faculty respondents ($n = 74$).

Qualitative Comment Analyses

Twenty Tenured/Tenure-Track Faculty respondents elaborated on their workplace climate at NJIT. One theme emerged from Tenured/Tenure-Track Faculty respondents: shared governance.

Shared Governance. Although the Faculty Handbook outlines policies and procedures for shared governance between faculty and senior administrators, Tenured/Tenure-Track Faculty respondents reported that their recommendations were often ignored, and university decisions were made by without their input. A respondent shared, “Shared governance is a joke at NJIT. The faculty handbook is regularly ignored and has no enforcement. Faculty are regularly ignored

when it comes to ensuring their input. Deans are allowed to appoint faculty of their choice rather than whoever the FS [Faculty Senate] deems is best.” Another respondent added, “Regarding shared governance, in several critical matters of late, the senior administration tends to act first, before going through shared governance procedures. It is a real breakdown of the principle and very disappointing since, in my opinion, the first few years of shared governance were a real success.” Other respondents included, “The administration clearly does not take shared governance seriously. They made a deal to start a campus in Egypt, we never voted on it. The mode of delivery for my courses was changed a few times, nobody ever asked me anything. Etc., on and on,” and “Provosts and Presidents office give lip service to shared governance.”

Instructional Staff Respondents

Survey Question 38 queried Instructional Staff respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were not able to be conducted owing to the small number of Instructional Staff respondents ($n = 42$).

Table 71 indicates that 45% ($n = 19$) of Instructional Staff respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. Forty-six percent ($n = 19$) of Instructional Staff respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were applied equally to instructional staff of their rank. In contrast, 27% ($n = 11$) of Instructional Staff respondents “strongly agreed” or “agreed” that the criteria used for promotion were applied equally to instructional staff of their rank. Forty-three percent ($n = 18$) of Instructional Staff respondents “strongly disagreed” or “disagreed” that the criteria used for promotion were clear.

Thirty-four percent ($n = 14$) of Instructional Staff respondents “strongly agreed” or “agreed” that they felt supported and mentored. Sixty-two percent ($n = 26$) of Instructional Staff respondents “strongly agreed” or “agreed” that their supervisor clearly communicated their job duties/responsibilities. Eighty-eight percent ($n = 37$) of Instructional Staff respondents “strongly agreed” or “agreed” that they understood their job duties/responsibilities.

Table 71. Instructional Staff Respondents’ Perceptions of Contract Renewal and Expectations of Responsibilities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	5	11.9	14	33.3	12	28.6	8	19.0	< 5	---
The criteria used for contract renewal are applied equally to instructional staff of my rank.	6	14.6	13	31.7	13	31.7	7	17.1	< 5	---
The criteria used for promotion are clear.	< 5	---	8	19.0	14	33.3	12	28.6	6	14.3
The criteria used for promotion are applied equally to instructional staff of my rank.	< 5	---	7	17.1	17	41.5	10	24.4	< 5	---
Supported and mentored.	5	12.2	9	22.0	15	36.6	7	17.1	5	12.2
My supervisor clearly communicates my job duties/responsibilities.	11	26.2	15	35.7	10	23.8	< 5	---	< 5	---
I understand my job duties/responsibilities.	20	47.6	17	40.5	5	11.9	0	0.0	0	0.0

Note: Table reports responses only from Instructional Staff respondents (*n* = 42).

Table 72 illustrates that 78% (*n* = 32) of Instructional Staff respondents “strongly agreed” or “agreed” that NJIT values research, 50% (*n* = 20) of Instructional Staff respondents “strongly agreed” or “agreed” that NJIT values teaching, and 44% (*n* = 18) of Instructional Staff respondents “strongly agreed” or “agreed” that NJIT values service contributions.

Table 72. Instructional Staff Respondents’ Perceptions of NJIT’s Valuing of Research and Teaching

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT values research.	18	43.9	14	34.1	7	17.1	< 5	---	0	0.0
NJIT values teaching.	5	12.5	15	37.5	10	25.0	6	15.0	< 5	---
NJIT values service contributions.	7	17.1	11	26.8	17	41.5	< 5	---	< 5	---

Note: Table reports responses only from Instructional Staff respondents (*n* = 42).

Thirty-three percent (*n* = 14) of Instructional Staff respondents “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar

performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 73). Forty-five percent ($n = 19$) of Instructional Staff respondents “strongly agreed” or “agreed” that they performed more work to help students than did their colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).

Thirty-seven percent ($n = 15$) of Instructional Staff respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated, and 61% ($n = 25$) of Instructional Staff respondents “strongly disagreed” or “disagreed” that salaries for instructional staff positions at their rank were competitive. Twenty-nine percent ($n = 12$) of Instructional Staff respondents “strongly disagreed” or “disagreed” that senior administrators (e.g., dean, vice president, provost) took instructional staff opinions seriously. Forty-five percent ($n = 19$) of Instructional Staff respondents “neither agreed nor disagreed” with this statement. Forty-five percent ($n = 19$) of Instructional Staff respondents “strongly disagreed” or “disagreed” that shared governance committees valued instructional staff opinions. Additionally, 45% ($n = 18$) of Instructional Staff respondents “strongly disagreed” or “disagreed” that instructional staff interests and concerns were adequately addressed by the Faculty Senate.

Table 73. Instructional Staff Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	< 5	---	10	23.8	14	33.3	10	23.8	< 5	---
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	5	11.9	14	33.3	17	40.5	< 5	---	< 5	---
Pressured to do extra work that is uncompensated.	5	12.2	10	24.4	15	36.6	8	19.5	< 5	---

Table 73. Instructional Staff Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Senior administrators (e.g., dean, vice president, provost) take instructional staff opinions seriously.	< 5	---	9	21.4	19	45.2	8	19.0	< 5	---
Shared governance committees value instructional staff opinions.	< 5	---	7	16.7	14	33.3	15	35.7	< 5	---
Instructional staff interests and concerns are adequately addressed by the Faculty Senate.	< 5	---	5	12.5	16	40.0	11	27.5	7	17.5
Salaries for instructional staff positions at my rank are competitive.	< 5	---	6	14.6	8	19.5	18	43.9	7	17.1

Note: Table reports responses only from Instructional Staff respondents (*n* = 42).

Qualitative Comment Analyses

Fifteen Instructional Staff respondents elaborated on their workplace climate. One theme emerged from Instructional Staff respondents: undervalued.

Undervalued. Instructional Staff respondents reported feeling undervalued and receiving unequal treatment by tenured/tenure-track faculty and the senior administration. A respondent shared, “Instructional staff are not given any value, the tenure-track faculty believe that an instructional staff can be replaced very easily, anybody can teach a course. Instructional staff are second-class citizens.” Another respondent added, “The use of the term ‘faculty’ for only tenure-track. Non-tenure-track is called ‘instructional staff.’ Non-tenure-track has no voting rights in departments. They have no say in departmental issues... Tenure-track faculty often treat full-time instructional faculty as being less qualified, that if they were as ‘good’ they would be in a tenure-track position.” This respondent noted, “There is a persistent and completely unjustified prejudice from some of our Tenure Track colleagues that our (the SL’s) courses are ‘easier’ to pass, when in fact, we just teach better and give our students more time and attention.”

All Faculty/Instructional Staff Respondents

Additionally, Faculty/Instructional Staff respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 74). Chi-square analyses were conducted by faculty status (Tenured/Tenure-Track or Instructional Staff), gender identity, racial identity, sexual identity, years of employment, and disability status.

Seventy percent ($n = 79$) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. Sixty-one percent ($n = 66$) of Faculty/Instructional Staff respondents “neither agreed nor disagreed” that child care benefits were competitive. Fifty-four percent ($n = 60$) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. No statistically significant differences were found between groups.

Table 74. Faculty/Instructional Staff Respondents’ Perceptions of Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Health insurance benefits are competitive.	33	29.2	46	40.7	27	23.9	< 5	---	< 5	---
Child care benefits are competitive.	7	6.4	9	8.3	66	60.6	11	10.1	16	14.7
Retirement/supplemental benefits are competitive.	17	15.3	43	38.7	36	32.4	10	9.0	5	4.5

Note: Table reports responses only from Faculty/Instructional Staff respondents ($n = 116$).

Forty percent ($n = 44$) of Faculty/Instructional Staff respondents “strongly disagreed” or “disagreed” that NJIT provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 75). Forty percent ($n = 45$) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they did others in their position. Forty-four percent ($n = 49$) of Faculty/Instructional Staff respondents “strongly disagreed” or “disagreed” that NJIT provided them with resources for research, scholarship, and creative output for professional development (e.g., conferences, materials, research, travel). Thirty-eight percent ($n = 43$) of Faculty/Instructional Staff respondents

“strongly disagreed” or “disagreed” that NJIT provided them with resources for teaching professional development (e.g., conferences, materials, course design, travel). No statistically significant differences were found between groups.

Table 75. Faculty/Instructional Staff Respondents’ Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	6	5.4	12	10.8	49	44.1	23	20.7	21	18.9
My colleagues include me in opportunities that will help my career as much as they do others in my position.	15	13.4	30	26.8	39	34.8	18	16.1	10	8.9
NJIT provides me with resources for research, scholarship, and creative output for professional development (e.g., conferences, materials, research, travel).	10	8.9	24	21.4	29	25.9	26	23.2	23	20.5
NJIT provides me with resources for teaching professional development (e.g., conferences, materials, course design, travel).	10	8.8	29	25.7	31	27.4	21	18.6	22	19.5

Note: Table reports responses only from Faculty/Instructional Staff respondents (*n* = 116).

As noted in Table 76, 38% (*n* = 43) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. Forty-seven percent (*n* = 53) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at NJIT. Fifty-two percent (*n* = 59) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that they would recommend NJIT as a good place to work. No statistically significant differences were found between groups.

Twenty-one percent ($n = 23$) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

Fifty-one percent ($n = 57$) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that they have opportunities to participate in substantive committee assignments. A higher percentage of Tenured/Tenure-Track Faculty respondents (47%, $n = 34$) than Instructional Staff respondents (22%, $n = 9$) agreed with this statement. Forty-nine percent ($n = 20$) of Instructional Staff respondents “neither agreed nor disagreed” that they have opportunities to participate in substantive committee assignments, compared with 22% ($n = 16$) of Tenured/Tenure-Track Faculty respondents.

Table 76. Faculty/Instructional Staff Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	8	7.1	35	31.0	30	26.5	25	22.1	15	13.3
Positive about my career opportunities at NJIT.	12	10.5	41	36.0	28	24.6	22	19.3	11	9.6
I would recommend NJIT as a good place to work.	14	12.4	45	39.8	28	24.8	13	11.5	13	11.5
I have job security.	32	28.6	37	33.0	27	24.1	11	9.8	5	4.5
I would like more opportunities to participate in <u>substantive</u> committee assignments.	6	5.4	17	15.2	47	42.0	32	28.6	10	8.9
I have opportunities to participate in <u>substantive</u> committee assignments.	14	12.4	43	38.1	36	31.9	15	13.3	5	4.4
Faculty status ^{xlviii}										
Tenured/Tenure-Track Faculty	12	16.7	34	47.2	16	22.2	8	11.1	< 5	---
Instructional Staff	< 5	---	9	22.0	20	48.8	7	17.1	< 5	---

Note: Table reports responses only from Faculty/Instructional Staff respondents ($n = 116$).

Qualitative Comment Analyses

Twenty-seven Faculty/Instructional Staff respondents elaborated on benefits and professional resources at NJIT. One theme emerged from Tenured/Tenure-Track Faculty respondents: R1 resources.

Tenured/Tenure-Track Faculty respondents

R1 Resources. Faculty respondents suggested that current research budgets and available resources were inadequate for an R1 university. Respondents shared, “NJIT is an R1 University but does not resource the faculty in comparable ways to faculty at other R1 universities. For example, many of those faculty have annual research budgets provided to them by the university. R1 departments typically have travel money for faculty to attend conferences (NJIT does not). Basic computer facilities like an up-to-date desktop computer are not provided,” “I do not think NJIT provides any real resources compared to other R1 universities. They might be doing better than a decade ago, but still not on par with actual R1 places,” and “For those who don’t have grants there are no resources for research or travel.”

Faculty/Instructional Staff Respondents’ Sense of Belonging at NJIT

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

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey Question 108, which produced the *Faculty/Instructional Staff Sense of Belonging* factor (Table 77).

Table 77. Survey Items Included in the *Faculty/Instructional Staff Sense of Belonging* Factor Analyses

Scale	Survey question
<i>Faculty/Instructional Staff Sense of Belonging</i>	I feel valued by faculty in my department/program/school.
	I feel valued by my department/program chair/dean.
	I feel valued by other faculty at NJIT.
	I feel valued by students I teach or advise.
	I feel valued by NJIT senior administrators (e.g., dean, vice presidents, provost, president).
	I believe that NJIT climate encourages open discussion of difficult topics.
	I feel that NJIT values my research/scholarship .
	I feel that NJIT values my teaching .
	I feel that NJIT values my service contributions.

The factor score for *Faculty/Instructional Staff Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (EAP reliability) of the scale was .933, which is high, meaning that the scale produced consistent results.⁷⁸ Higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at NJIT.

Means Testing Methodology

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

- Position status (Tenured/Tenure-Track Faculty, Instructional Staff)
- Gender identity (Women, Men)
- Racial identity (Respondents of Color, White)
- Years of employment (Less Than 6 Years, 6–10 Years, 11–20 Years, More Than 20 Years)
- Sexual identity (Queer-spectrum, Heterosexual)

⁷⁸ For a detailed description of these methods, refer to the “Research Design” portion of the “Methodology” section of this report.

- Disability status (No Disability, At Least One Disability)

Means Testing Results

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

Position Status

No significant difference existed in the overall test for means for Faculty/Instructional Staff respondents by position status on *Faculty/Instructional Staff Sense of Belonging*.

Gender Identity

No significant difference existed in the overall test for means for Faculty/Instructional Staff respondents by gender identity on *Faculty/Instructional Staff Sense of Belonging*.

Racial Identity

No significant difference existed in the overall test for means for Faculty/Instructional Staff respondents by racial identity status on *Faculty/Instructional Staff Sense of Belonging*.

Sexual Identity

No significant difference existed in the overall test for means for Faculty/Instructional Staff respondents by sexual identity on *Faculty/Instructional Staff Sense of Belonging*.

Disability Status

No significant difference existed in the overall test for means for Faculty/Instructional Staff respondents by disability on *Faculty/Instructional Staff Sense of Belonging*.

Faculty/Instructional Staff Respondents' Perception of Climate

Table 78 depicts Faculty/Instructional Staff respondents' attitudes about certain aspects of the climate in their departments/programs at NJIT. Chi-square analyses were conducted by faculty status (Tenured/Tenure-Track or Instructional Staff), gender identity, racial identity, sexual identity, years of employment, and disability status.

Twenty-seven percent ($n = 30$) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that faculty in their departments/school prejudged their abilities based on their perception of their identity/background. Twenty-nine percent ($n = 32$) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that other colleagues prejudged their abilities based on their perception of their identity/background. Thirty-four percent ($n = 38$) of Faculty/Instructional Staff respondents “strongly agreed” or “agreed” that their colleagues prejudged the abilities of other colleagues based on their perception of their identity/background. No statistically significant differences were found between groups.

Table 78. Faculty/Instructional Staff Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	10	9.0	20	18.0	33	29.7	25	22.5	23	20.7
I think that other colleagues prejudge my abilities based on their perception of my identity/background.	10	9.0	22	19.8	34	30.6	25	22.5	20	18.0
I think that my colleagues prejudge the abilities of other colleagues based on their perception of their identity/background.	11	9.9	27	24.3	32	28.8	23	20.7	18	16.2

Note: Table reports responses only from Faculty/Instructional Staff respondents ($n = 116$).

As depicted in Table 79, 83% ($n = 94$) of Faculty/Instructional Staff respondents “strongly disagreed” or “disagreed” that they felt that their English-speaking skills limited their ability to be successful at NJIT. Eighty-one percent ($n = 91$) of Faculty/Instructional Staff respondents “strongly disagreed” or “disagreed” that they felt that their English-writing skills limited their ability to be successful at NJIT. No statistically significant differences were found between groups.

Table 79. Faculty/Instructional Staff Respondents’ Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my English-speaking skills limit my ability to be successful at NJIT.	< 5	---	< 5	---	16	14.2	30	26.5	64	56.6
I feel that my English-writing skills limit my ability to be successful at NJIT.	< 5	---	< 5	---	18	16.1	28	25.0	63	56.3

Note: Table reports responses only from Faculty/Instructional Staff respondents (*n* = 116).

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at NJIT. Frequencies and significant differences based on staff position status (Salary Staff or Hourly Staff), gender identity,⁷⁹ racial identity,⁸⁰ sexual identity,⁸¹ disability status,⁸² and years of employment at NJIT are provided in Table 80 through Table 83.

Sixty-one percent (*n* = 196) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 80). No statistically significant differences were found between groups.

Sixty-nine percent (*n* = 223) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Fifty-two percent (*n* = 166) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their career as much as others in similar positions. A higher percentage of Hourly Staff respondents (54%, *n* = 15) than Salary Staff respondents (31%,

⁷⁹ With the CCWG’s approval, gender identity was recoded into the categories Men and Women.

⁸⁰ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁸¹ Owing to low numbers in some of the response categories, this variable was further collapsed into Queer-spectrum (including Asexual and Bisexual) and Heterosexual.

⁸² Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

$n = 89$) “agreed” that they were included in opportunities that will help their career as much as others in similar positions. Significant differences also emerged by disability status, with 35% ($n = 97$) of Staff Respondents with No Disability and 17% ($n = 5$) of Staff Respondents with At Least One Disability “agreeing” that they were included in opportunities that will help their career as much as others in similar positions. Thirty-seven percent ($n = 11$) of Staff Respondents with At Least One Disability, compared with 20% ($n = 57$) of Staff Respondents with No Disability, “neither agreed nor disagreed” with that statement. Additionally, a higher percentage of Staff Respondents with At Least One Disability (20%, $n = 6$) than Staff Respondents with No Disability (9%, $n = 24$) “strongly disagreed” that they were included in opportunities that will help their career as much as others in similar positions.

Table 80. Staff Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	92	28.6	104	32.3	69	21.4	28	8.7	29	9.0
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	82	25.5	141	43.9	62	19.3	22	6.9	14	4.4
I am included in opportunities that will help my career as much as others in similar positions.	62	19.5	104	32.7	70	22.0	51	16.0	31	9.7
Staff status ^{xlix}										
Salary Staff	55	19.0	89	30.7	67	23.1	48	16.6	31	10.7
Hourly Staff	7	25.0	15	53.6	< 5	---	< 5	---	0	0.0
Disability status ^l										
At Least One Disability	< 5	---	5	16.7	11	36.7	< 5	---	6	20.0
No Disability	58	20.6	97	34.5	57	20.3	45	16.0	24	8.5

Note: Table reports responses only from Staff respondents ($n = 323$).

Table 81 illustrates that 63% ($n = 200$) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. A higher percentage of Staff Respondents with No Disability (47%, $n = 133$) than Staff Respondents with At Least One Disability (23%, $n = 7$) “agreed” that the performance evaluation process was clear. A higher percentage of Staff

Respondents with At Least One Disability (39%, $n = 12$) than Staff Respondents with No Disability (19%, $n = 54$) “neither agreed nor disagreed” with the statement. Additionally, a higher percentage of Staff Respondents with At Least One Disability (17%, $n = 5$) than Staff Respondents with No Disability (4%, $n = 11$) “strongly disagreed” that the performance evaluation process was clear.

Forty-two percent ($n = 133$) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. A higher percentage of Staff respondents who had been employed at NJIT more than 20 years (43%, $n = 26$) than Staff respondents who had been employed at NJIT 6–10 years (19%, $n = 11$) “agreed” that the performance evaluation process was productive (Staff respondents who had been employed at NJIT 11–20 years [33%, $n = 21$] and Staff respondents who had been employed at NJIT less than six years [25%, $n = 30$] were not statistically different from the other groups). Additionally, higher percentages of Staff respondents who had been employed at NJIT 6–10 years (16%, $n = 9$) and Staff respondents who had been employed at NJIT 11–20 years (11%, $n = 7$) than Staff respondents who had been employed at NJIT more than 20 years (0%, $n = 0$) “strongly disagreed” that the performance evaluation process was productive (Staff respondents who had been employed at NJIT less than six years [9%, $n = 11$] were not statistically different from the other groups). By disability status, a higher percentage of Staff Respondents with At Least One Disability (23%, $n = 7$) than Staff Respondents with No Disability (8%, $n = 21$) “strongly disagreed” with this statement.

Table 81. Staff Respondents’ Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	58	18.1	142	44.4	69	21.6	34	10.6	17	5.3
At Least One Disability	< 5	---	7	22.6	12	38.7	5	16.1	5	16.1
No Disability	56	19.9	133	47.2	54	19.1	28	9.9	11	3.9

Table 81. Staff Respondents’ Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is productive.	41	13.1	92	29.3	99	31.5	53	16.9	29	9.2
Years of employment ^{li}										
Less Than 6 Years	22	18.5	30	25.2	40	33.6	16	13.4	11	9.2
6–10 Years	11	19.3	11	19.3	19	33.3	7	12.3	9	15.8
11–20 Years	< 5	---	21	33.3	19	30.2	12	19.0	7	11.1
More Than 20 Years	< 5	---	26	42.6	16	26.2	15	24.6	0	0.0
Disability status ^{lii}										
At Least One Disability	39	14.1	86	31.0	87	31.4	44	15.9	21	7.6
No Disability	< 5	---	6	20.0	7	23.3	8	26.7	7	23.3

Note: Table reports responses only from Staff respondents (*n* = 323).

Sixty-nine percent (*n* = 217) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance (Table 82). Analyses by years of employment revealed the following statically significant differences between groups. A higher percentage of Staff respondents who had been employed at NJIT less than six years (46%, *n* = 53) than Staff respondents who had been employed at NJIT more than 20 years (18%, *n* = 11) “strongly agreed” that their supervisors provided adequate support for them to manage work-life balance (Staff respondents who had been employed at NJIT 6–10 years [33%, *n* = 19] and Staff respondents who had been employed at NJIT 11–20 years [32%, *n* = 21] were not statistically different from the other groups). Additionally, 48% (*n* = 30) of Staff respondents who had been employed at NJIT more than 20 years and 25% (*n* = 29) of Staff respondents who had been employed at NJIT less than six years agreed with this statement (Staff respondents who had been employed at NJIT 6–10 years [36%, *n* = 21] and Staff respondents who had been employed at NJIT 11–20 years [33%, *n* = 22] were not statistically different from the other groups).

Thirty percent (*n* = 97) of Staff respondents “strongly agreed” or “agreed” that NJIT provided adequate support to help them to manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Fifty-two percent (*n* = 15) of Hourly Staff

respondents “agreed” with this statement, compared with 21% ($n = 60$) of Salary Staff respondents. Additionally, 13% ($n = 39$) of Salary Staff respondents “strongly disagreed” that NJIT provided adequate support to help them manage work-life balance, compared with 0% ($n = 0$) of Hourly Staff respondents. By disability status, 26% ($n = 73$) of Staff Respondents with No Disability “agreed” with this statement, compared with less than five Staff Respondents with At Least One Disability.

Thirty-eight percent ($n = 122$) of Staff respondents “strongly agreed” or “agreed” that they were asked to perform work outside of their current job description. No statistically significant differences were found between groups.

Twenty-seven percent ($n = 87$) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). No statistically significant differences were found between groups.

Thirty-nine percent ($n = 125$) of Staff respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). A higher percentage of White Staff respondents (24%, $n = 34$) than People of Color Staff respondents (11%, $n = 16$) “disagreed” that they performed more work than colleagues with similar performance expectations.

Table 82. Staff Respondents’ Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	107	33.9	110	34.8	49	15.5	28	8.9	22	7.0

Table 82. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Years of employment ^{liii}										
Less Than 6 Years	53	46.1	29	25.2	13	11.3	9	7.8	11	9.6
6–10 Years	19	32.8	21	36.2	11	19.0	5	8.6	< 5	---
11–20 Years	21	31.8	22	33.3	12	18.2	6	9.1	5	7.6
More Than 20 Years	11	17.7	30	48.4	11	17.7	7	11.3	< 5	---
NJIT provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	22	6.8	75	23.3	129	40.1	57	17.7	39	12.1
Staff status ^{liv}										
Salary Staff	20	6.8	60	20.5	119	40.6	55	18.8	39	13.3
Hourly Staff	< 5	---	15	51.7	10	34.5	< 5	---	0	0.0
Disability status ^{lv}										
At Least One Disability	22	7.7	73	25.7	110	38.7	46	16.2	33	11.6
No Disability	0	0.0	< 5	---	16	51.6	7	22.6	6	19.4
I am asked to perform work outside of my current job description.	39	12.3	83	26.1	85	26.7	74	23.3	37	11.6
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	21	6.6	66	20.8	108	34.0	85	26.7	38	11.9
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	52	16.3	73	22.8	110	34.4	57	17.8	28	8.8
Racial identity ^{lvi}										
People of Color	20	13.6	38	25.9	56	38.1	16	10.9	17	11.6
White	26	18.3	31	21.8	42	29.6	34	23.9	9	6.3

Note: Table reports responses only from Staff respondents ($n = 323$).

Fifty-six percent ($n = 177$) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 83). No statistically significant differences were found between groups.

Fifty-two percent ($n = 166$) of Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation owing to other staff departures or long-term staff member absence (e.g., unfilled vacancies). No statistically significant differences were found between groups.

Thirty-four percent ($n = 108$) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. No statistically significant differences were found between groups.

Seventy-one percent ($n = 225$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. No statistically significant differences were found between groups.

Forty-six percent ($n = 148$) of Staff respondents “strongly agreed” or “agreed” that an informal hierarchy existed within staff positions that allowed some voices to be valued more than others. Analysis by staff position status revealed that a higher percentage of Hourly Staff respondents (54%, $n = 15$) than Salary Staff respondents (25%, $n = 73$) “agreed” that an informal hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of Women Staff respondents (33%, $n = 64$) than Men Staff respondents (19%, $n = 20$) “agreed” with this statement. Eleven percent ($n = 12$) of Men Staff respondents, compared with 5% ($n = 9$) of Women Staff respondents, “strongly disagreed” that an informal hierarchy existed.

Table 83. Staff Respondents’ Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to complete my assigned duties during scheduled hours.	59	18.7	118	37.3	53	16.8	56	17.7	30	9.5
My workload has increased without additional compensation owing to other staff departures or long-term staff member absence (e.g., unfilled vacancies).	90	28.3	76	23.9	85	26.7	45	14.2	22	6.9
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	27	8.4	81	25.2	94	29.2	83	25.8	37	11.5
I am given a reasonable time frame to complete assigned responsibilities.	68	21.4	157	49.4	61	19.2	23	7.2	9	2.8
An informal hierarchy exists within staff positions that allows some voices to be valued more than others.	60	18.7	88	27.4	103	32.1	47	14.6	23	7.2
Staff status ^{lvii}										
Salary Staff	58	19.8	73	24.9	96	32.8	44	15.0	22	7.5
Hourly Staff	< 5	---	15	53.6	7	25.0	< 5	---	< 5	---
Gender identity ^{lviii}										
Women	40	20.4	64	32.7	57	29.1	26	13.3	9	4.6
Men	17	15.6	20	18.3	42	38.5	18	16.5	12	11.0

Note: Table reports responses only from Staff respondents (*n* = 323).

Qualitative Comment Analyses

Eighty-eight Staff respondents elaborated on their workplace climate at NJIT. Three themes emerged from Staff respondents: overworked and underpaid, staffing, and hybrid schedule.

Overworked and Underpaid. Staff respondents shared that although their workload had increased their compensation had not. Respondents stated, “My workload has increased without additional compensation owing to NJIT growth, senior administration’s expectations and increased department responsibilities and volume,” and “I have now been at NJIT for several years and

have not received a salary increase, yet my workload has increased dramatically.” Another respondent included, “I am not supported by my current supervisor at all, and they actively ignore the amount of work that is done during the peak time of year. I am burning out quickly due to the workload and am NOT compensated accordingly.”

Staffing. Staff respondents also suggested their increased hours and workload were due to understaffing of their departments. A respondent shared, “The number of students enrolled in the university has been consistently increasing and workloads have also been increasing consistently over the years. The university has provided resources to hire additional faculty to address the increase in the number of students, however, there has not been an equal increase in non-faculty staffing resources to adequately meet the supportive needs and demands of the increasing number of students.” Another respondent included, “Understaffed and not being able to keep the department fully staffed hinders the effectiveness of the employees in the department. It does not help create a positive morale for the employees.” Other respondents included, “We are asked more than usual to perform and help other departments or areas that we have not helped in the past. We have been short staff for 2 years,” and “There is an expectation that the department will carry on regardless that there isn’t enough staffing. When staffing leave, pressure is put on others that were not responsible for those tasks to continue working, but there isn’t any urgency in ensuring that we get them necessary approvals to try to replace them quickly.”

Hybrid Schedule. Staff respondents reported that a hybrid work schedule would support a better work-life balance. Respondents shared, “NJIT needs to consider work-life balance such as flexible schedules, work from home options, and other wellness activities,” “NJIT lacks work life balance without offering hybrid or remote work options,” and “We need a remote work policy in place so employees can have the right work life balance. Otherwise, people will leave like they are now.”

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution. Table 84 to Table 88 illustrate Staff responses to these items. Analyses were conducted by position status (Salary Staff or Hourly

Staff), gender identity,⁸³ racial identity,⁸⁴ sexual identity,⁸⁵ disability status,⁸⁶ and years of employment at NJIT. Significant differences are presented in the following tables.

Fifty-five percent ($n = 174$) of Staff respondents “strongly agreed” or “agreed” that NJIT provided them with resources to pursue training/professional development opportunities (Table 84). No statistically significant differences were found between groups.

Fifty-three percent ($n = 168$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

Table 84. Staff Respondents’ Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT provides me with resources to pursue training/professional development opportunities.	56	17.6	118	37.1	78	24.5	50	15.7	16	5.0
My supervisor provides me with resources to pursue training/professional development opportunities.	66	20.9	102	32.3	76	24.1	58	18.4	14	4.4

Note: Table reports responses only from Staff respondents ($n = 323$).

Fifty-eight percent ($n = 181$) of Staff respondents “strongly agreed” or “agreed” that NJIT was supportive of their taking extended leave (e.g., vacation, family leave, personal, short-term disability) (Table 85). A higher percentage of People of Color Staff respondents (23%, $n = 32$) than White Staff respondents (14%, $n = 19$) “strongly agreed” with this statement. Additionally, a higher percentage of Staff Respondents with At Least One Disability ($n < 5$) than Staff

⁸³ With the CCWG’s approval, gender identity was recoded into the categories Men and Women.

⁸⁴ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁸⁵ Owing to low numbers in some of the response categories, this variable was further collapsed into Queer-spectrum (including Asexual and Bisexual) and Heterosexual.

⁸⁶ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

Respondents with No Disability ($n < 5$) “strongly disagreed” that NJIT was supportive of taking extended leave.

Sixty-one percent ($n = 192$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, family leave, personal short-term disability). No statistically significant differences were found between groups.

Thirteen percent of ($n = 41$) of Staff respondents “strongly agreed” or “agreed” that staff in their department/program who used FMLA were disadvantaged in promotion or evaluations. Fifty-one percent ($n = 160$) of Staff respondents “neither agreed nor disagreed” with this statement. A higher percentage of People of Color Staff respondents (6%, $n = 9$) than White Staff respondents ($n < 5$) “strongly agreed” that staff in their department/program who used FMLA were disadvantaged in promotion or evaluations. Additionally, 14% ($n = 19$) of People of Color Staff respondents, compared with 6% ($n = 9$) of White Staff respondents, “agreed” with this statement. Analyses by years of employment revealed that a higher percentage of Staff respondents who had been employed at NJIT less than six years (60%, $n = 70$) “neither agreed nor disagreed” with this statement, compared with Staff respondents who had been employed at NJIT 11–20 years (39%, $n = 25$) and Staff respondents who had been employed at NJIT more than 20 years (37%, $n = 23$) (Staff respondents who had been employed at NJIT 6–10 years [54%, $n = 30$] were not statistically different from the other groups). Further, 19% ($n = 12$) of Staff respondents who had been employed at NJIT more than 20 years “strongly disagreed” that staff in their department/program who used FMLA were disadvantaged in promotion or evaluations, compared with less than five Staff respondents who had been employed at NJIT 6–10 years (Staff respondents who had been employed at NJIT less than six years [12%, $n = 14$] and Staff respondents who had been employed at NJIT 11–20 years [9%, $n = 6$] were not statistically different from the other groups).

Forty-nine percent ($n = 154$) of Staff respondents “strongly agreed” or “agreed” that NJIT policies (e.g., vacation, family leave, personal, short-term, disability) were fairly applied across NJIT. No statistically significant differences were found between groups.

Table 85. Staff Respondents’ Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	52	16.6	129	41.2	102	32.6	23	7.3	7	2.2
Racial identity ^{lix}										
People of Color	32	22.7	58	41.1	39	27.7	6	4.3	6	4.3
White	19	13.5	60	42.6	48	34.0	13	9.2	< 5	---
Disability status ^{lx}										
At Least One Disability	< 5	---	9	29.0	12	38.7	< 5	---	< 5	---
No Disability	48	17.5	117	42.5	86	31.3	20	7.3	< 5	---
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	78	24.8	114	36.2	93	29.5	24	7.6	6	1.9
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	10	3.2	31	9.9	160	51.1	77	24.6	35	11.2
Racial identity ^{lxi}										
People of Color	9	6.4	19	13.5	65	46.1	33	23.4	15	10.6
White	< 5	---	9	6.3	75	52.8	39	27.5	18	12.7
Years of employment ^{lxii}										
Less Than 6 Years	5	4.3	7	6.0	70	60.3	20	17.2	14	12.1
6–10 Years	< 5	---	7	12.5	30	53.6	15	26.8	< 5	---
11–20 Years	< 5	---	10	15.6	25	39.1	21	32.8	6	9.4
More Than 20 Years	< 5	---	7	11.3	23	37.1	19	30.6	12	19.4
NJIT policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across NJIT.	39	12.3	115	36.4	121	38.3	31	9.8	10	3.2

Note: Table reports responses only from Staff respondents (*n* = 323).

Forty-four percent of Staff respondents (*n* = 138) “strongly disagreed” or “disagreed” that NJIT was supportive of flexible work schedules (Table 86). A higher percentage of Salary Staff respondents (26%, *n* = 76) than Hourly Staff respondents (0%, *n* = 0) “strongly disagreed” that

NJIT was supportive of flexible work schedules. Additionally, a higher percentage of People of Color Staff respondents (31%, $n = 44$) than White Staff respondents (17%, $n = 24$) “neither agreed nor disagreed” that NJIT was supportive of flexible work schedules, and a higher percentage of White Staff respondents (27%, $n = 38$) than People of Color Staff respondents (16%, $n = 23$) “strongly disagreed” with this statement.

Fifty-five percent ($n = 174$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. No statistically significant differences were found between groups.

Table 86. Staff Respondents’ Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT is supportive of flexible work schedules.	29	9.2	76	24.2	71	22.6	62	19.7	76	24.2
Staff status ^{lxiii}										
Salary Staff	26	9.0	66	22.9	64	22.2	56	19.4	76	26.4
Hourly Staff	< 5	---	10	38.5	7	26.9	6	23.1	0	0.0
Racial identity ^{lxiv}										
People of Color	15	10.6	29	20.4	44	31.0	31	21.8	23	16.2
White	13	9.1	40	28.0	24	16.8	28	19.6	38	26.6
My supervisor is supportive of flexible work schedules.	69	22.0	105	33.4	59	18.8	46	14.6	35	11.1

Note: Table reports responses only from Staff respondents ($n = 323$).

Queried about salary and benefits, 35% ($n = 109$) of Staff respondents “strongly disagreed” or “disagreed” that staff salaries were competitive (Table 87). No statistically significant differences were found between groups.

Seventy-one percent ($n = 221$) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time benefits were competitive. No statistically significant differences were found between groups.

Sixty-seven percent ($n = 210$) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. No statistically significant differences were found between groups.

Twenty percent ($n = 62$) of Staff respondents “strongly disagreed” or “disagreed” that child care benefits were competitive. Sixty-three percent ($n = 201$) of Staff respondents “neither agreed nor disagreed” with this statement. No statistically significant differences were found between groups.

Fifty-two percent ($n = 165$) of Staff respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. A higher percentage of Men Staff respondents (50%, $n = 55$) than Women Staff respondents (33%, $n = 64$) “agreed” that retirement/supplemental benefits were competitive. Additionally, 47% ($n = 90$) of Women Staff respondents, compared with 27% ($n = 30$) of Men Staff respondents, “neither agreed nor disagreed” with this statement.

Table 87. Staff Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	30	9.6	71	22.8	102	32.7	68	21.8	41	13.1
Vacation and personal time benefits are competitive.	62	19.8	159	50.8	67	21.4	18	5.8	7	2.2
Health insurance benefits are competitive.	65	20.6	145	46.0	78	24.8	20	6.3	7	2.2
Child care benefits are competitive.	18	5.7	36	11.4	201	63.4	30	9.5	32	10.1
Retirement/supplemental benefits are competitive.	43	13.5	122	38.2	131	41.1	18	5.6	5	1.6
Gender identity ^{lxv}										
Women	26	13.5	64	33.2	90	46.6	11	5.7	< 5	---
Men	16	14.5	55	50.0	30	27.3	6	5.5	< 5	---

Note: Table reports responses only from Staff respondents ($n = 323$).

Forty percent ($n = 126$) of Staff respondents “strongly agreed” or “agreed” that NJIT committees value staff opinions (Table 88). No statistically significant differences were found between groups.

Thirty-three percent ($n = 102$) of Staff respondents “strongly disagreed” or “disagreed” that NJIT faculty value staff opinions (Table 88). A higher percentage of Men Staff respondents (27%, $n = 29$) than Women Staff respondents (15%, $n = 29$) “agreed” that NJIT faculty value staff opinions.

Thirty-two percent ($n = 99$) of Staff respondents “strongly disagreed” or “disagreed” that NJIT senior administrators (e.g., dean, vice president, provost) value staff opinions. No statistically significant differences were found between groups.

Table 88. Staff Respondents’ Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT committees value staff opinions.	21	6.7	105	33.4	122	38.9	45	14.3	21	6.7
NJIT faculty value staff opinions.	19	6.1	60	19.2	132	42.2	56	17.9	46	14.7
Gender identity ^{lxvi}										
Women	8	4.2	29	15.3	85	44.7	40	21.1	28	14.7
Men	10	9.3	29	27.1	37	34.6	16	15.0	15	14.0
NJIT senior administrators value staff opinions.	25	8.0	84	27.0	103	33.1	57	18.3	42	13.5

Note: Table reports responses only from Staff respondents ($n = 323$).

Seventy-one percent ($n = 225$) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. No statistically significant differences were found between groups (Table 89).

Thirty-five percent ($n = 109$) of Staff respondents “strongly disagreed” or “disagreed” that clear procedures existed on how they could advance at NJIT. No statistically significant differences were found between groups.

Forty percent ($n = 127$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at NJIT. A higher percentage of Women Staff respondents (23%, $n = 44$) than Men Staff respondents (8%, $n = 9$) “disagreed” that they felt positive about their career opportunities at NJIT. Forty percent ($n = 56$) of White Staff respondents, compared with 23% ($n = 33$) of People of Color Staff respondents, “agreed” that they felt positive about their career opportunities at NJIT. Differences by sexual identity also existed, with 20% ($n = 7$) of Queer-spectrum Staff respondents and 7% ($n = 16$) of Heterosexual Staff respondents “strongly agreeing” that they felt positive about their career opportunities at NJIT. Twenty-one percent ($n = 49$) of Heterosexual Staff respondents, compared with less than five Queer-spectrum Staff respondents, “disagreed” that they felt positive about their career opportunities at NJIT.

Table 89. Staff Respondents’ Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Clear expectations of my responsibilities are communicated to me.	57	17.9	168	52.8	54	17.0	28	8.8	11	3.5
Opportunities to advance at NJIT are available to me.	24	7.6	77	24.4	105	33.3	63	20.0	46	14.6
Positive about my career opportunities at NJIT.	29	9.2	98	31.1	97	30.8	57	18.1	34	10.8
Gender identity ^{lxvii}										
Women	14	7.3	53	27.7	62	32.5	44	23.0	18	9.4
Men	14	13.0	41	38.0	29	26.9	9	8.3	15	13.9
Racial identity ^{lxviii}										
People of Color	14	9.7	33	22.9	51	35.4	27	18.8	19	13.2
White	14	9.9	56	39.7	39	27.7	21	14.9	11	7.8
Sexual identity ^{lxix}										
Queer-spectrum	7	20.0	11	31.4	10	28.6	< 5	---	5	14.3
Heterosexual	16	6.8	73	30.9	73	30.9	49	20.8	25	10.6

Note: Table reports responses only from Staff respondents ($n = 323$).

Sixty percent ($n = 190$) of Staff respondents “strongly agreed” or “agreed” that they would recommend NJIT as a good place to work (Table 90). A higher percentage of Men Staff

respondents (25%, $n = 27$) than Women Staff respondents (15%, $n = 28$) “strongly agreed” that they would recommend NJIT as a good place to work. Thirty-three percent ($n = 63$) of Women Staff respondents and 15% ($n = 16$) of Men Staff respondents “neither agreed nor disagreed” that they would recommend NJIT as a good place to work.

Fifty-six percent ($n = 177$) of Staff respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 90. Staff Respondents’ Perceptions of NJIT and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend NJIT as a good place to work.	56	17.7	134	42.3	86	27.1	28	8.8	13	4.1
Gender identity ^{lxx}										
Women	28	14.6	78	40.6	63	32.8	16	8.3	7	3.6
Men	27	24.8	50	45.9	16	14.7	10	9.2	6	5.5
I have job security.	50	15.8	127	40.2	91	28.8	34	10.8	14	4.4

Note: Table reports responses only from Staff respondents ($n = 323$).

Qualitative Comment Analyses

Sixty-four Staff respondents elaborated on workplace benefits and resources available to them at NJIT. Two themes emerged from Staff respondents: flexible work schedule and professional development.

Flexible Work Schedule. Staff respondents shared that they were able to effectively accomplish their job duties while working remotely during the COVID-19 crisis and recommended the university implement a flexible working policy. A respondent stated, “This pandemic has shown the workforce that flexibility and incentives in working from home is key to having a more productive employee.” Another respondent added, “Work schedule flexibility and partial remote working opportunity is the need of the hour. We need hybrid work atmosphere to better value our needs and be more productive.” Other respondents included, “We requested alternate working hours and it was completely denied. The ONLY reason was, it is the University’s policy,” and “More should be done to incorporate flexible on-site work schedules. It feels as if

the university missed a huge opportunity to retain and satisfy staff with a blanket return to campus 5 days a week approach.”

Professional Development. Staff respondents also reported they had no resources allocated for professional development opportunities. Respondents shared, “There is no budgeted allowance for continuing professional education, even though it is required to maintain the license required for the position,” and “Over the years I have been prevented from attending professional development events outside the university. As a result, I have used other resources to further develop in my profession.” Another respondent included, “I strongly believe that NJIT could provide more professional development opportunities to enhance the skills of faculty and staff, beyond the standard NJIT software trainings.”

Staff Respondents’ Sense of Belonging at NJIT

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

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey Question 109, which produced the *Staff Sense of Belonging* factor (Table 91).

Table 91. Survey Items Included in the Staff Sense of Belonging Factor Analyses

Scale	Survey question
<i>Staff Sense of Belonging</i>	I feel valued by coworkers in my department.
	I feel valued by coworkers outside my department.
	I feel valued by my supervisor/manager.
	I feel valued by NJIT students.
	I feel valued by NJIT faculty.
	I feel valued by NJIT senior administrators (e.g., dean, vice presidents, provost, president).
	I believe that NJIT climate encourages open discussion of difficult topics.
	I feel that NJIT values my skills.
	I feel that NJIT values my work.

The factor score for *Staff Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (Cronbach's alpha) of the scale was .998, which is high, meaning that the scale produced consistent results.⁸⁷ Higher scores on the *Staff Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at NJIT.

Means Testing Methodology

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

- Position status (Hourly, Salary)
- Gender identity (Women, Men)
- Racial identity (Respondents of Color, White)
- Years of employment (Less Than 6 Years, 6–10 Years, 11–20 Years, More Than 20 Years)
- Sexual identity (Queer-spectrum, Heterosexual)
- Disability status (No Disability, At Least One Disability)

Means Testing Results

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

⁸⁷ For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Position Status

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

Gender Identity

No significant difference existed in the overall test for means for Staff respondents by gender identity on *Staff Sense of Belonging*.

Racial Identity

No significant difference existed in the overall test for means for Staff respondents by racial identity on *Staff Sense of Belonging*.

Years of Employment

No significant difference existed in the overall test for means for Staff respondents by years of employment on *Staff Sense of Belonging*.

Sexual Identity

No significant difference existed in the overall test for means for Staff respondents by sexual identity on *Staff Sense of Belonging*.

Disability Status

No significant difference existed in the overall test for means for Staff respondents by disability status on *Staff Sense of Belonging*.

Staff Respondents' Perception of Climate

Table 92 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at NJIT. Subsequent analyses were conducted to identify significant differences in responses by position status (Salary Staff or Hourly Staff), gender identity,⁸⁸ racial

⁸⁸ With the CCWG's approval, gender identity was recoded into the categories Men and Women.

identity,⁸⁹ sexual identity,⁹⁰ disability status,⁹¹ and years of employment at NJIT. Significant differences are presented in the following tables.

Seven percent ($n = 22$) of Staff respondents “strongly agreed” or “agreed” that they felt that their English-speaking skills limited their ability to be successful at NJIT (Table 92). A higher percentage of Hourly Staff respondents ($n < 5$) than Salary Staff respondents ($n < 5$) “strongly agreed” with this statement. Additionally, a higher percentage of Hourly Staff respondents (18%, $n = 5$) than Salary Staff respondents (4%, $n = 11$) “agreed” that their English-speaking skills limited their ability to be successful at NJIT. Forty-nine percent ($n = 141$) of Salary Staff respondents, compared with 21% ($n = 6$) of Hourly Staff respondents, “strongly disagreed” that they felt that their English-speaking skills limited their ability to be successful at NJIT. Analyses by racial identity revealed that a higher percentage of People of Color Staff respondents (4%, $n = 6$) than White Staff respondents (0%, $n = 0$) “strongly agreed” that they felt that their English-speaking skills limited their ability to be successful at NJIT. Twenty-four percent ($n = 33$) of White Staff respondents and 15% ($n = 21$) of People of Color Staff respondents “neither agreed nor disagreed” with this statement, and a higher percentage of People of Color Staff respondents (32%, $n = 47$) than White Staff respondents (19%, $n = 26$) “disagreed” that they felt that their English-speaking skills limited their ability to be successful at NJIT.

Eight percent ($n = 24$) of Staff respondents “strongly agreed” or “agreed” that they felt that their English-writing skills limit their ability to be successful at NJIT (Table 92). A higher percentage of People of Color Staff respondents (32%, $n = 46$) than White Staff respondents (19%, $n = 26$) “disagreed” that their English-writing skills limit their ability to be successful at NJIT.

⁸⁹ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁹⁰ Owing to low numbers in some of the response categories, this variable was further collapsed into Queer-spectrum (including Asexual and Bisexual) and Heterosexual.

⁹¹ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

Table 92. Staff Respondents’ Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my English-speaking skills limit my ability to be successful at NJIT.	6	1.9	16	5.1	62	19.7	83	26.4	147	46.8
Staff status ^{lxxi}										
Salary Staff	< 5	---	11	3.8	58	20.3	74	25.9	141	49.3
Hourly Staff	< 5	---	5	17.9	< 5	---	9	32.1	6	21.4
Racial identity ^{lxxii}										
People of Color	6	4.1	8	5.5	21	14.5	47	32.4	63	43.4
White	0	0.0	5	3.6	33	23.7	26	18.7	75	54.0
I feel that my English-writing skills limit my ability to be successful at NJIT.	5	1.6	19	6.1	62	19.8	81	25.9	146	46.6
Racial identity ^{lxxiii}										
People of Color	< 5	---	11	7.6	22	15.3	46	31.9	61	42.4
White	< 5	---	5	3.6	32	23.0	26	18.7	75	54.0

Note: Table reports responses only from Staff respondents (*n* = 323).

Twenty-six percent (*n* = 82) of Staff respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups (Table 93).

Fifteen percent (*n* = 46) of Staff respondents “strongly agreed” or “agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. Analyses by position status revealed a higher percentage of Hourly Staff respondents (30%, *n* = 8) than Salary Staff respondents (11%, *n* = 30) “agreed” that coworkers in their work units prejudged their abilities based on their perception of their identity/background. Thirty percent (*n* = 84) of Salary Staff respondents, compared with less than five Hourly Staff respondents, “strongly disagreed” with this statement.

Fifteen percent (*n* = 46) of Staff respondents “strongly agreed” or “agreed” that their supervisors/managers prejudged their abilities based on their perception of their

identity/background. A higher percentage of Hourly Staff respondents ($n < 5$) than Salary Staff respondents (3%, $n = 7$) “strongly agreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. Additionally, a higher percentage of Hourly Staff respondents (25%, $n = 7$) than Salary Staff respondents (10%, $n = 29$) “agreed” with this statement.

Table 93. Staff Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudice my abilities based on their perception of my identity/background.	27	8.7	55	17.7	142	45.7	55	17.7	32	10.3
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	8	2.6	38	12.2	84	27.0	94	30.2	87	28.0
Staff status ^{lxxiv}										
Salary Staff	7	2.5	30	10.6	76	26.8	87	30.6	84	29.6
Hourly Staff	< 5	---	8	29.6	8	29.6	7	25.9	< 5	---
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	10	3.2	36	11.5	78	24.9	98	31.3	91	29.1
Staff status ^{lxxv}										
Salary Staff	7	2.5	29	10.2	69	24.2	93	32.6	87	30.5
Hourly Staff	< 5	---	7	25.0	9	32.1	5	17.9	< 5	---

Note: Table reports responses only from Staff respondents ($n = 323$).

Faculty/Instructional Staff and Staff Respondents Who Have Seriously Considered Leaving NJIT

Thirty-three percent ($n = 610$) of respondents had seriously considered leaving NJIT. With regard to Employee respondents, 53% ($n = 61$) of Faculty/Instructional Staff respondents and 58% ($n = 186$) of Staff respondents had seriously considered leaving NJIT in the past year (Figure 43).

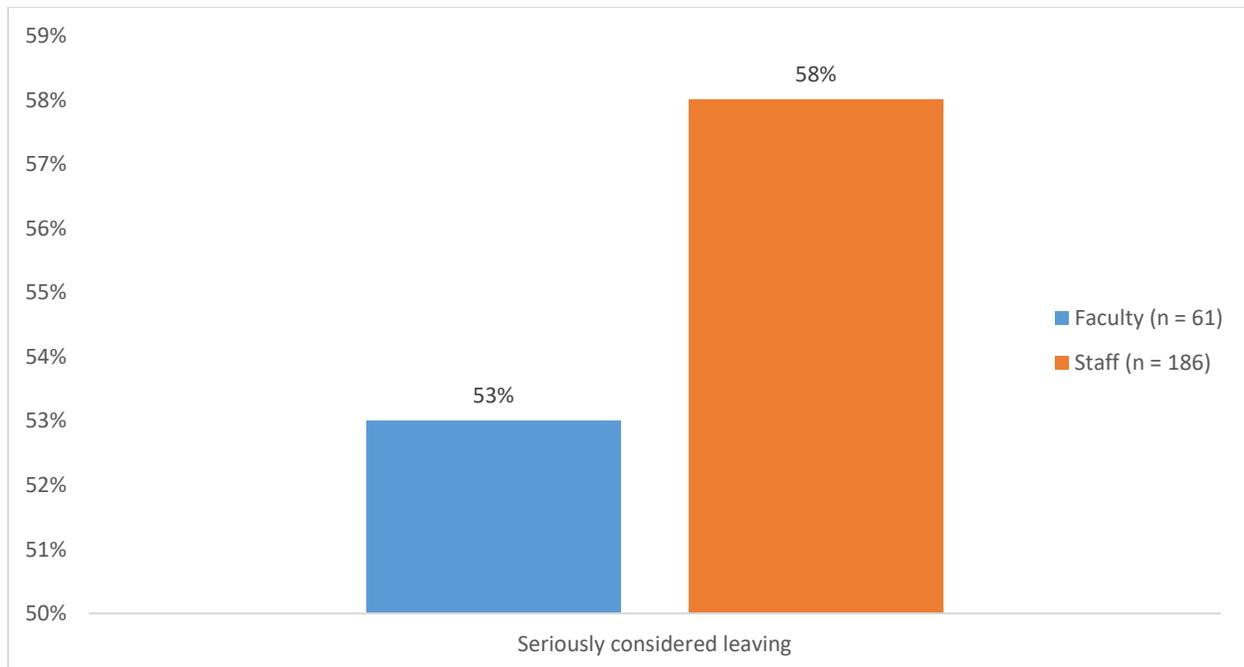


Figure 43. Employee Respondents Who Had Seriously Considered Leaving NJIT (%)

Forty-nine percent ($n = 91$) of those Staff respondents who seriously considered leaving did so because of limited advancement opportunities (Table 94). Forty percent ($n = 75$) of those Staff respondents who seriously considered leaving did so because they were underpaid. Other reasons included increased workload (37%, $n = 68$); noncompetitive salary/pay rate (34%, $n = 63$); and interested in, recruited by, or offered a position at another institution/organization (30%, $n = 56$). “Response choices not listed” submitted by respondents included “a more flexible work schedule for remote as needed,” “changes in cost of benefits,” “lack of leadership support and resources,” and “was thinking of a major life change/moving out of NJ.”

Table 94. Reasons Why Staff Respondents Seriously Considered Leaving NJIT

Reason	<i>n</i>	%
Limited advancement opportunities	91	48.9
Underpaid	75	40.3
Increased workload	68	36.6
Noncompetitive salary/pay rate	63	33.9
Interested in, recruited by, or offered a position at another institution/organization	56	30.1
Lack of professional development opportunities	53	28.5
Tension with supervisor/manager	49	26.3
Commute	46	24.7
A reason not listed above	45	24.2
Cost of living	43	23.1
Climate not welcoming	37	19.9
Lack of sense of belonging	36	19.4
Lack of institutional resources	35	18.8
Tension with coworkers	28	15.1
Institutional response to the global pandemic	24	12.9
Personal reasons	23	12.4

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving NJIT (*n* = 186). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of reasons why Employee respondents seriously considered leaving NJIT, please see Table B49 in Appendix B.

Subsequent analyses were conducted to identify significant differences in responses by position status (Salary Staff or Hourly Staff), gender identity,⁹² racial identity,⁹³ sexual identity,⁹⁴ disability status,⁹⁵ and years of employment at NJIT. A higher percentage of Salary Staff respondents (61%, *n* = 180) than Hourly Staff respondents (21%, *n* = 6) seriously considered leaving NJIT.^{lxxvi} Sixty-two percent (*n* = 121) of Women Staff respondents seriously considered leaving NJIT, compared with 48% (*n* = 53) of Men Staff respondents.^{lxxvii}

⁹² With the CCWG’s approval, gender identity was recoded into the categories Men and Women.

⁹³ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁹⁴ Owing to low numbers in some of the response categories, this variable was further collapsed into Queer-spectrum (including Asexual and Bisexual) and Heterosexual.

⁹⁵ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

Forty-three percent of those Faculty/Instructional Staff respondents who seriously considered leaving did so each because of institutional support (e.g., technical support, laboratory space/equipment) ($n = 26$) and a lack of sense of belonging ($n = 26$) (Table 95). Forty-one percent of those Faculty/Instructional Staff respondents who seriously considered leaving did so each because the climate was not welcoming ($n = 25$) or a lack of institutional resources ($n = 25$). Other reasons included limited advancement opportunities (34%, $n = 21$); tension with supervisor/manager (34%, $n = 21$); a reason not listed above (31%, $n = 19$); and being interested in, recruited by, or offered a position at another institution/organization (31%, $n = 19$). “Response choices not listed” submitted by respondents included “administration ignoring quality of education,” “awful politics,” “lack of academic preparedness of students leads to significant in-class issues,” and “underappreciation for my field.”

Table 95. Reasons Why Faculty/Instructional Staff Respondents Seriously Considered Leaving NJIT

Reason	<i>n</i>	%
Institutional support (e.g., technical support, laboratory space/equipment)	26	42.6
Lack of sense of belonging	26	42.6
Climate not welcoming	25	41.0
Lack of institutional resources	25	41.0
Limited advancement opportunities	21	34.4
Tension with supervisor/manager	21	34.4
A reason not listed above	19	31.1
Interested in, recruited by, or offered a position at another institution/organization	19	31.1
Increased workload	17	27.9
Lack of professional development opportunities	16	26.2
Underpaid	16	26.2
Tension with coworkers	13	21.3
Noncompetitive salary/pay rate	12	19.7
Institutional response to the global pandemic	11	18.0

Note: Table reports responses only from Faculty/Instructional Staff respondents who indicated on the survey that they had seriously considered leaving NJIT ($n = 61$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of reasons why Employee respondents seriously considered leaving NJIT, please see Table B49 in Appendix B.

Subsequent analyses were run by faculty position status (Tenured/Tenure-Track Faculty or Instructional Staff), gender identity,⁹⁶ racial identity,⁹⁷ sexual identity,⁹⁸ disability status,⁹⁹ and years of employment at NJIT. A higher percentage of Tenured/Tenure-Track Faculty respondents (62%, $n = 46$) than Instructional Staff respondents (36%, $n = 15$) seriously considered leaving NJIT.^{lxxviii} Additionally, a higher percentage of Women Faculty respondents (61%, $n = 28$) than Men Faculty respondents (41%, $n = 24$) seriously considered leaving NJIT.^{lxxix}

Qualitative Comment Analyses

One hundred fifty-seven Faculty/Instructional Staff and Staff respondents elaborated on why they had seriously considered leaving NJIT. One theme emerged from all respondents: leadership. Three themes emerged from Staff respondents: compensation, flextime, and career advancement.

All respondents

Leadership. Respondents shared, “Our college is truly suffering from a complete lack of leadership in the person of our dean. If this individual is not removed, it will have real consequences for the morale of the faculty, lecturers, staff, and students,” and “Departmental morale is at an all-time low. Leadership does not reach out to their employees to see how they are doing and to show that they really care for the people working in the department.” Another respondent added, “The Dean of the college is the largest reason I have been applying to other universities. There is no accountability of administrators nor their decisions. There is a disconnect between the statements/vision/intentions provided by the upper administration (President, Provost(s)) and what is being done within the college.” Other respondents included, “I do not believe there is a bright future here at all. Too much emphasis on all the ‘wrong’ things

⁹⁶ With the CCWG’s approval, gender identity was recoded into the categories Men and Women.

⁹⁷ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁹⁸ Owing to low numbers in some of the response categories, this variable was further collapsed into Queer-spectrum (including Asexual and Bisexual) and Heterosexual.

⁹⁹ Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability and No Disability.

from the top,” and “Controlling environment, unwelcoming to women, relentless focus on ‘ROI’ – all fostered by the President, all lead to lack of creativity.”

Staff respondents

Compensation. Staff respondents suggested that their compensation was a reason they had seriously considered leaving NJIT. A respondent shared, “First and foremost, salary is not enough to afford a safe and comfortable living space within a reasonable commute to campus.” Another respondent added, “Mainly salary is not comparable to others given my degree and number of years and skills I have worked in the current position and in higher education overall.” Other respondents added, “Primary reason is cost of living in the NJ/NY area, homes are unaffordable, and pay is lower than area average,” and “I have been employed at NJIT for many years and my salary is not keeping up with inflation. With no PSA contract for (redacted) years, my bills went up and my salary did not, even with the recent back pay.”

Career Advancement. Staff respondents also reported having limited career advancement opportunities at NJIT. A respondents shared, “My department lacks opportunity to grow. There are no opportunities to advance to the next level and there is no sufficient amount of training offered.” Another respondent included, “There is a strong notion that if you want to move up or be better compensated then you will have to leave NJIT in order to do so.” Other respondents offered, “At the time there was no path forward for my position, regardless of being evaluated as a top performer, and being personally VERY invested in the mission of the university,” and “There is absolutely no way to advance in my area.”

Flexitime. Staff respondents suggested they considered leaving NJIT for a position that allows for a more flexible work schedule. A respondent stated, “I’ve considered leaving in favor of a career or role that offers greater flexibility (flexible hours, remote options, etc.).” Another respondent added, “Many companies and institutions are now offering flexible work schedules such as work 1–2 days a week remotely. NJIT does not offer this. With family obligations and my commute to consider, having the ability to work remotely even if just once a week would be a huge help.” Other respondents included, “My position can be done through teleworking, as was successfully done for over 18 months. It is neither logical nor environmentally responsible to require non-

instructional staff to report to the office every day,” and “The management does not provide any flexibility but yet expects us to be flexible. The commute/traffic getting to NJIT is ridiculous and not productive at all. Would benefit employees and management if NJIT offered flexibility/hybrid work.”

Where Faculty/Instructional Staff and Staff Respondents Feel Safe and Supported on Campus

Qualitative Comment Analyses

The survey asked respondents where on campus they felt safe and supported. Two hundred seventy-five Faculty/Instructional Staff and Staff respondents described the spaces in which they felt safe and supported on campus. Responses were overwhelmingly one- or two-word descriptions (e.g., “all I’ve been in,” “parking garages,” “Campus Center”). Many of the respondents, regardless of position within NJIT, indicated that they felt safe and supported everywhere on campus. Faculty/Instructional Staff and Staff respondents agreed that they felt safe and supported in their departments, offices, and within their teams.

Summary

The results from this section suggest that most Faculty/Instructional Staff and Staff respondents generally held positive attitudes about NJIT policies and processes. With regard to unjust employment practices in the past five years, 28% ($n = 122$) of Faculty/Instructional Staff and Staff respondents had observed unjust hiring; 29% ($n = 122$) had observed unjust promotion, tenure, reappointment, and/or reclassification practices; and 23% ($n = 97$) had observed unjust employment-related discipline or action. Gender/gender identity, nepotism/cronyism, position status, length of service at NJIT, and preference for an internal candidate were the top perceived bases for many of the reported unjust employment practices.

The majority of Tenured/Tenure-Track Faculty and Instructional Staff respondents agreed that NJIT valued teaching and that NJIT valued research/scholarship. Additionally, most Faculty/Instructional Staff respondents felt valued by faculty in their department/program/school, by their department/program chair/dean, by other faculty at NJIT, and by students they teach or advise. However, some expressed views that they were burdened by service responsibilities

beyond those of their colleagues with similar performance expectations and that they performed more work to help students than did their colleagues. Also, some Tenured/Tenure-Track Faculty and Instructional Staff respondents indicated that senior administrators did not take faculty opinions seriously and that they did not feel valued by senior administrators. Some Faculty respondents expressed views that shared governance committees did not value faculty/instructional staff opinions. Lastly, sizeable proportions Instructional Staff respondents perceived salaries for tenure-track faculty and instructional staff as not competitive.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it, that they were included in opportunities that would help their career as much as others in similar positions, that the performance evaluation process was clear, that their supervisors provided adequate support for them to manage work-life balance, that they were able to complete their assigned duties during scheduled hours, that they were given a reasonable time frame to complete assigned responsibilities, that NJIT and their supervisors provided them with resources to pursue training/professional development opportunities, and that NJIT and their supervisors were supportive of their taking leave. Staff respondents also expressed less than positive attitudes. For example, some Staff respondents felt that staff in their department/program who used FMLA were disadvantaged in promotion or evaluation, that NJIT was not supportive of flexible work schedules, that salaries and child care benefits were not competitive, and that NJIT faculty and senior administrators did not value staff opinions. Differences existed insofar that Staff Respondents with At Least One Disability more commonly disclosed less positive perspectives of the campus climate than did their Staff Respondents with No Disability counterparts. Differences also emerged by staff position status, years of employment, gender identity, and racial identity.

Over half of Faculty/Instructional Staff respondents (53%, $n = 61$) and Staff respondents (58%, $n = 186$) had seriously considered leaving NJIT in the past year. The top reasons why Faculty/Instructional Staff and Staff respondents had seriously considered leaving included limited advancement opportunities, institutional support (e.g., technical support, laboratory space/equipment), a lack of sense of belonging, and being underpaid.

^{xxxix} A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty and Instructional Staff respondents who indicated that they observed unfair hiring practices by faculty status: $\chi^2(1, N = 116) = 7.0, p < .01$.

^{xl} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by gender identity: $\chi^2(1, N = 403) = 7.7, p < .01$.

^{xlii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by years of employment: $\chi^2(3, N = 412) = 9.7, p < .05$.

^{xliii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by gender identity: $\chi^2(1, N = 398) = 7.6, p < .01$.

^{xliiii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by racial identity: $\chi^2(2, N = 384) = 10.6, p < .01$.

^{xliv} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by years of employment: $\chi^2(3, N = 406) = 16.3, p < .001$.

^{xlv} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by disability status: $\chi^2(2, N = 407) = 7.1, p < .05$.

^{xlvi} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by faculty status: $\chi^2(1, N = 115) = 6.4, p < .05$.

^{xlvii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by years of employment: $\chi^2(3, N = 411) = 8.9, p < .05$.

^{xlviii} A chi-square test was conducted to compare percentages of Faculty/Instructional Staff respondents who indicated that they had opportunities to participate in substantive committee assignments by faculty status: $\chi^2(4, N = 113) = 15.1, p < .01$.

^{xlix} A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will help their careers as much as others in similar positions by staff status: $\chi^2(4, N = 318) = 9.9, p < .05$.

^l A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will help their careers as much as others in similar positions by disability status: $\chi^2(4, N = 311) = 10.5, p < .05$.

^{li} A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by years of employment: $\chi^2(12, N = 300) = 28.2, p < .01$.

^{lii} A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by disability status: $\chi^2(4, N = 307) = 12.0, p < .05$.

^{liiii} A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided adequate support to manage work-life balance by years of employment: $\chi^2(12, N = 301) = 21.6, p < .05$.

^{liv} A chi-square test was conducted to compare percentages of Staff respondents who felt NJIT provided adequate resources to help manage work-life balance by staff status: $\chi^2(4, N = 322) = 17.3, p < .01$.

^{lv} A chi-square test was conducted to compare percentages of Staff respondents who felt NJIT provided adequate resources to help manage work-life balance by disability status: $\chi^2(4, N = 315) = 9.9, p < .05$.

^{lvi} A chi-square test was conducted to compare percentages of Staff respondents who felt they performed more work than colleagues with similar performance expectations by racial identity: $\chi^2(4, N = 289) = 12.4, p < .05$.

^{lvii} A chi-square test was conducted to compare percentages of Staff respondents who felt a hierarchy existed within staff positions that allowed some voices to be valued more than others by staff status: $\chi^2(4, N = 321) = 11.2, p < .05$.

^{lviii} A chi-square test was conducted to compare percentages of Staff respondents who felt a hierarchy existed within staff positions that allowed some voices to be valued more than others by gender identity: $\chi^2(4, N = 305) = 12.7, p < .05$.

^{lix} A chi-square test was conducted to compare percentages of Staff respondents who felt NJIT is supportive of taking extended leave by racial identity: $\chi^2(4, N = 282) = 10.4, p < .05$.

^{lx} A chi-square test was conducted to compare percentages of Staff respondents who felt NJIT is supportive of taking extended leave by disability status: $\chi^2(4, N = 306) = 10.5, p < .05$.

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- ^{lxi} A chi-square test was conducted to compare percentages of Staff respondents who felt staff in their department/program who used FMLA were disadvantaged in promotion or evaluations by racial identity: $\chi^2(4, N = 283) = 11.5, p < .05$.
- ^{lxii} A chi-square test was conducted to compare percentages of Staff respondents who felt staff in their department/program who used FMLA were disadvantaged in promotion or evaluations by years of employment: $\chi^2(12, N = 298) = 23.1, p < .05$.
- ^{lxiii} A chi-square test was conducted to compare percentages of Staff respondents who felt NJIT was supportive of flexible work schedules by staff status: $\chi^2(4, N = 314) = 9.8, p < .05$.
- ^{lxiv} A chi-square test was conducted to compare percentages of Staff respondents who felt NJIT was supportive of flexible work schedules by racial identity: $\chi^2(4, N = 285) = 11.6, p < .05$.
- ^{lxv} A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by gender identity: $\chi^2(4, N = 303) = 13.0, p < .05$.
- ^{lxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated NJIT faculty value staff opinions by gender identity: $\chi^2(4, N = 297) = 11.0, p < .05$.
- ^{lxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at NJIT by gender identity: $\chi^2(4, N = 299) = 15.0, p < .01$.
- ^{lxviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at NJIT by racial identity: $\chi^2(4, N = 285) = 10.4, p < .05$.
- ^{lxix} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at NJIT by sexual identity: $\chi^2(4, N = 271) = 10.4, p < .05$.
- ^{lxx} A chi-square test was conducted to compare percentages of Staff respondents who would recommend NJIT as a good place to work by gender identity: $\chi^2(4, N = 301) = 13.8, p < .01$.
- ^{lxxi} A chi-square test was conducted to compare percentages of Staff respondents who felt their English-speaking skills limit their ability to be successful at NJIT by Staff status: $\chi^2(4, N = 314) = 39.5, p < .001$.
- ^{lxxii} A chi-square test was conducted to compare percentages of Staff respondents who felt their English-speaking skills limit their ability to be successful at NJIT by racial identity: $\chi^2(4, N = 284) = 16.3, p < .01$.
- ^{lxxiii} A chi-square test was conducted to compare percentages of Staff respondents who felt their English-writing skills limit their ability to be successful at NJIT by racial identity: $\chi^2(4, N = 283) = 12.8, p < .05$.
- ^{lxxiv} A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by staff status: $\chi^2(4, N = 311) = 10.7, p < .05$.
- ^{lxxv} A chi-square test was conducted to compare percentages of Staff respondents who thought that their supervisor/manager prejudged their abilities based on a perception of their identity/background by staff status: $\chi^2(4, N = 313) = 15.0, p < .01$.
- ^{lxxvi} A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving NJIT by staff status: $\chi^2(1, N = 322) = 18.0, p < .001$.
- ^{lxxvii} A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving NJIT by gender identity: $\chi^2(1, N = 306) = 5.9, p < .05$.
- ^{lxxviii} A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving NJIT by faculty status: $\chi^2(1, N = 116) = 7.5, p < .01$.
- ^{lxxix} A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving NJIT by gender identity: $\chi^2(1, N = 104) = 3.90, p < .05$.

Student Perceptions of Campus Climate

This section of the report reviews survey items that were specific to NJIT students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Student Respondents' *Perceived Academic Success*

Factor Analysis Methodology

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 13 of the survey.¹⁰⁰ The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 96). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 13 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Six percent ($n = 79$) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using parallel factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.¹⁰¹ The internal consistency reliability (EAP reliability) of the scale was .968, which is high, meaning that the scale produced consistent results.

¹⁰⁰ Factor analysis is a technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

¹⁰¹ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 96. Survey Item #13 Included in the *Perceived Academic Success* Factor

Scale	Academic experience
<i>Perceived Academic Success</i>	I am performing up to my full academic potential.
	I am satisfied with my academic experience at NJIT.
	I am satisfied with the extent of my intellectual development since enrolling at NJIT.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to NJIT.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was assigned a score on a five-point scale. The factor was then reverse coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful.

Means Testing Methodology

Where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Position status (Undergraduate Student, Graduate Student/Post-Doc)
- Gender identity (Women, Men)
- Racial identity (Asian, Black, Latinx, MENA, I&PI, White, Multiracial)
- Sexual identity (Queer-spectrum, Heterosexual)
- Religious/spiritual affiliation (Christian Affiliation, Non-Christian Affiliation, Multiple Affiliations, No Affiliation)
- First-generation/income status (First-Generation and Low-Income, Not-First-Generation and Low-Income)

When only two categories existed for the specified demographic variable, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects were noted. When the specific variable of interest had

more than two categories, an ANOVA was run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if a difference in means was significant, effect size was calculated using partial Eta² and any moderate-to-large effects were noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate Student and Graduate Student/Post-Doc respondents (where possible).

Position Status

A significant difference existed in the overall test for means for Student respondents by position status on *Perceived Academic Success*, $t(1,382) = 5.81, p < .01$. This finding suggests that Graduate Student/Post-Doc respondents had higher *Perceived Academic Success* scores than Undergraduate Student respondents (Table 97).

Table 97. Undergraduate Student Respondents' *Perceived Academic Success* by Position Status

Position status	<i>n</i>	Mean	Std. dev.
Undergraduate Student	1,209	3.58	0.76
Graduate Student/Post-Doc	175	3.93	0.75

Gender Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by gender identity. No significant difference existed in the overall test for means for Graduate Student/Post-Doc respondents by gender identity.

Racial Identity

A significant difference existed in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success*, $F(6, 1,167) = 2.28, p < .05$ (Table 98).

Table 98. Undergraduate Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Asian	337	3.64	0.71
Black	110	3.37	0.78
Latinx	227	3.58	0.74
MENA	78	3.58	0.76
I&PI	5	3.97	0.28
White	294	3.62	0.80
Multiracial	123	3.52	0.75

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison: Black vs. Asian (Table 99). This finding suggests that Asian Undergraduate Student respondents had higher *Perceived Academic Success* scores than Black Undergraduate Student respondents.

Table 99. Difference Between Means for Student Respondents for *Perceived Academic Success* by Racial Identity

Groups compared	Mean difference
Black vs. Asian	-0.27*
Black vs. Latinx	-0.21
Black vs. MENA	-0.20
Black vs. I&PI	-0.60
Black vs. White	-0.24
Black vs. Multiracial	-0.15
Asian vs. Latinx	0.06
Asian vs. MENA	0.07
Asian vs. I&PI	-0.32
Asian vs. White	0.03
Asian vs. Multiracial	0.12
Latinx vs. MENA	0.01

Table 99. Difference Between Means for Student Respondents for *Perceived Academic Success* by Racial Identity

Groups compared	Mean difference
Latinx vs. I&PI	-0.39
Latinx vs. White	-0.04
Latinx vs. Multiracial	0.06
MENA vs. I&PI	-0.39
MENA vs. White	-0.04
MENA vs. Multiracial	0.05
I&PI vs. White	0.35
I&PI vs. Multiracial	0.45
White vs. Multiracial	0.09

* $p < .05$

A significant difference existed in the overall test for means for Graduate Student/Post-Doc respondents by racial identity on *Perceived Academic Success*, $F(5, 149) = 3.07, p < .05$ (Table 100).

Table 100. Graduate Student/Post-Doc Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Black	< 5	3.56	0.59
Asian	119	3.92	0.64
Latinx	< 5	4.33	0.71
MENA	10	4.17	1.25
I&PI	0	0.00	0.00
White	13	4.37	0.78
Multiracial	6	3.11	1.19

Subsequent analyses on *Perceived Academic Success* for Graduate Student/Post-Doc respondents were significant for one comparison: White vs. Multiracial (Table 101). This finding suggests that White Graduate Student/Post-Doc respondents had higher *Perceived Academic Success* scores than Multiracial Graduate Student/Post-Doc respondents.

Table 101. Difference Between Means for Student Respondents for *Perceived Academic Success* by Racial Identity

Groups compared	Mean difference
Black vs. Asian	-0.37
Black vs. Latinx	-0.78
Black vs. MENA	-0.61
Black vs. White	-0.82
Black vs. Multiracial	0.44
Asian vs. Latinx	-0.41
Asian vs. MENA	-0.24
Asian vs. White	-0.45
Asian vs. Multiracial	0.81
Latinx vs. MENA	0.17
Latinx vs. White	-0.04
Latinx vs. Multiracial	1.22
MENA vs. White	-0.21
MENA vs. Multiracial	1.06
White vs. Multiracial	1.26*

* $p < .05$

Sexual Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by sexual identity. No significant difference existed in the overall test for means for Graduate Student/Post-Doc respondents by sexual identity.

Religious/Spiritual Affiliation

A significant difference existed in the overall test for means for Undergraduate Student respondents by religious/spiritual affiliation on *Perceived Academic Success*, $F(3, 1,157) = 4.32$, $p < .01$ (Table 102).

Table 102. Undergraduate Student Respondents' *Perceived Academic Success* by Religious/Spiritual Affiliation

Religious/spiritual affiliation	<i>n</i>	Mean	Std. dev.
Christian Affiliation	492	3.61	0.74
Non-Christian Affiliation	250	3.68	0.73
No Affiliation	354	3.49	0.78

Table 102. Undergraduate Student Respondents’ *Perceived Academic Success* by Religious/Spiritual Affiliation

Religious/spiritual affiliation	<i>n</i>	Mean	Std. dev.
Multiple Affiliations	65	3.42	0.78

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison: Non-Christian Affiliation vs. No Affiliation (Table 103). This finding suggests that Undergraduate Student respondents with an Non-Christian Affiliation had higher *Perceived Academic Success* scores than did Undergraduate Student respondents with a No Affiliation.

Table 103. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Religious/Spiritual Affiliation

Groups compared	Mean difference
Christian Affiliation vs. Non-Christian Affiliation	-0.08
Christian Affiliation vs. No Affiliation	0.12
Christian Affiliation vs. Multiple Affiliations	0.19
Non-Christian Affiliation vs. No Affiliation	0.19*
Non-Christian Affiliation vs. Multiple Affiliations	0.26
No Affiliation vs. Multiple Affiliations	0.07

**p* < .05

No significant difference existed in the overall test for means for Graduate Student/Post-Doc respondents by religious/spiritual affiliation.

First-Generation/Income Status

No significant difference existed in the overall test for means for Undergraduate Student respondents by first-generation/income status. No significant difference existed in the overall test for means for Graduate Student/Post-Doc respondents by first-generation/income status.

Student Respondents’ Sense of Belonging at NJIT

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

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey Question 105, which produced the *Student Sense of Belonging* factor (Table 104).

Table 104. Survey Items Included in the *Student Sense of Belonging* Factor Analyses

Scale	Survey question
<i>Student Sense of Belonging</i>	I feel valued by NJIT faculty .
	I feel valued by NJIT staff .
	I feel valued by NJIT senior administrators (e.g., dean, vice president, provost).
	I feel valued by faculty in the classroom.
	I feel valued by other students in the classroom.
	I feel valued by other students outside of the classroom.
	I believe that NJIT climate encourages open discussion of difficult topics.
	I have faculty whom I perceive as role models.
	I have staff whom I perceive as role models.

The factor score for *Student Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (EAP reliability) of the scale was .983, which is high, meaning that the scale produced consistent results.¹⁰² Higher scores on the *Student Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at NJIT.

Means Testing Methodology

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

- Position status (Undergraduate Student, Graduate Student/Post-Doc)
- Gender identity (Women, Men)
- Racial identity (Asian, Black, Latinx, MENA, I&PI, White, Multiracial)
- Sexual identity (Asexual, Bisexual, Queer-spectrum, Heterosexual)

¹⁰² For a detailed description of these methods, refer to the “Research Design” portion of the “Methodology” section of this report.

- Religious/spiritual affiliation (No Affiliation, Christian Affiliation, Non-Christian Affiliation, Multiple Affiliations)
- First-generation/low-income status (First-Generation/Low-Income, Not-First-Generation/Low-Income)

Means Testing Results

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

Position Status

A significant difference existed in the overall test for means for Student respondents by position status on *Student Sense of Belonging*, $t(1,340) = 5.51, p < .01$. This finding suggests that Graduate Student/Post-Doc respondents had higher *Student Sense of Belonging* scores than Undergraduate Student respondents (Table 105).

Table 105. Student Respondents' *Sense of Belonging* by Position Status

Position status	<i>n</i>	Mean	Std. dev.
Undergraduate Student	1,175	3.62	0.76
Graduate Student/Post-Doc	167	3.96	0.75

Gender Identity

No significant difference existed in the overall test for means for Student respondents by gender identity.

Racial Identity

A significant difference existed in the overall test for means for Student respondents by racial identity on *Student Sense of Belonging*, $F(6, 1,286) = 5.47, p < .01$ (Table 106).

Table 106. Student Respondents' *Sense of Belonging* by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Asian	443	3.77	0.75
Black	105	3.41	0.75
Latinx	230	3.69	0.75

Table 106. Student Respondents' *Sense of Belonging* by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
MENA	83	3.81	0.82
I&PI	5	3.51	0.39
White	301	3.58	0.78
Multiracial	126	3.58	0.67

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for four comparisons: Black vs. Asian, Black vs. Latinx, Black vs. MENA, and Asian vs. White (Table 107). These findings suggest that Asian Student respondents had higher *Student Sense of Belonging* scores than Black Student respondents and White Student respondents. Also, Latinx Student respondents had higher *Student Sense of Belonging* scores than Black Student respondents, and MENA Student respondents had higher scores than Black Student respondents.

Table 107. Difference Between Means for Student Respondents for *Sense of Belonging* by Racial Identity

Groups compared	Mean difference
Black vs. Asian	-0.36**
Black vs. Latinx	-0.28*
Black vs. MENA	-0.40**
Black vs. I&PI	-0.10
Black vs. White	-0.18
Black vs. Multiracial	-0.18
Asian vs. Latinx	0.09
Asian vs. MENA	-0.04
Asian vs. I&PI	0.26
Asian vs. White	0.19*
Asian vs. Multiracial	0.19
Latinx vs. MENA	-0.13
Latinx vs. I&PI	0.18
Latinx vs. White	0.10
Latinx vs. Multiracial	0.11
MENA vs. I&PI	0.30
MENA vs. White	0.23
MENA vs. Multiracial	0.23

Table 107. Difference Between Means for Student Respondents for *Sense of Belonging* by Racial Identity

Groups compared	Mean difference
I&PI vs. White	-0.07
I&PI vs. Multiracial	-0.07
White vs. Multiracial	0.00

** $p < .01$, * $p < .05$

Sexual Identity

A significant difference existed in the overall test for means for Student respondents by sexual identity on *Student Sense of Belonging*, $F(3, 1,233) = 2.73$, $p < .05$ (Table 108).

Table 108. Student Respondents' *Sense of Belonging* by Sexual Identity

Sexual identity	<i>n</i>	Mean	Std. dev.
Asexual	50	3.88	0.77
Bisexual	104	3.55	0.68
Queer-spectrum	105	3.57	0.70
Heterosexual	978	3.67	0.77

Despite the overall test's being significant, subsequent analyses on *Student Sense of Belonging* for Student respondents by sexual identity were not significant for any comparisons (Table 108).

Table 109. Difference Between Means for Student Respondents for *Sense of Belonging* by Sexual Identity

Groups compared	Mean difference
Asexual vs. Bisexual	0.33
Asexual vs. Queer-spectrum	0.31
Asexual vs. Heterosexual	0.21
Bisexual vs. Queer-spectrum	-0.02
Bisexual vs. Heterosexual	-0.12
Queer-spectrum vs. Heterosexual	-0.11

Religious/Spiritual Affiliation

A significant difference existed in the overall test for means for Student respondents by religious/spiritual affiliation on *Student Sense of Belonging*, $F(3, 1,123) = 5.30$, $p < .01$ (Table 110).

Table 110. Student Respondents' *Sense of Belonging* by Religious/Spiritual Affiliation

Religious/spiritual affiliation	<i>n</i>	Mean	Std. dev.
Christian Affiliation	473	3.62	0.78
Non-Christian Affiliation	246	3.78	0.80
No Affiliation	344	3.53	0.73
Multiple Affiliations	64	3.56	0.58

Subsequent analyses on *Student Sense of Belonging* for Student respondents by religious/spiritual affiliation were significant for two comparisons: Christian Affiliation and Non-Christian Affiliation, and Non-Christian Affiliation and No Affiliation (Table 111). These findings suggest that Non-Christian Affiliation Student respondents had higher *Student Sense of Belonging* scores than Christian Student respondents, and Non-Christian Affiliation Students had higher *Student Sense of Belonging* scores than students with No Affiliation.

Table 111. Difference Between Means for Student Respondents for *Sense of Belonging* by Religious/Spiritual Affiliation

Groups compared	Mean difference
Christian Affiliation vs. Non-Christian Affiliation	-0.16*
Christian Affiliation vs. No Affiliation	0.09
Christian Affiliation vs. Multiple Affiliations	0.06
Non-Christian Affiliation vs. No Affiliation	0.25**
Non-Christian Affiliation vs. Multiple Affiliations	0.22
No Affiliation vs. Multiple Affiliations	-0.03

** $p < .01$, * $p < .05$

First-Generation/Low-Income Status

No significant difference existed in the overall test for means for Student respondents by first-generation/low-income status on *Student Sense of Belonging*.

Student Respondents' Perception of Climate

One survey item asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at NJIT. Subsequent analyses were run by Student position status (Undergraduate

Student or Graduate Student/Post-Doc), gender identity,¹⁰³ racial identity,¹⁰⁴ sexual identity,¹⁰⁵ religious/spiritual affiliation,¹⁰⁶ and first-generation/low-income status.¹⁰⁷

Fifty-two percent ($n = 718$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as advocates (Table 112). A higher percentage of Men Student respondents (38%, $n = 319$) than Women Student respondents (32%, $n = 162$) “neither agreed nor disagreed” that they had faculty whom they perceived as advocates. Additionally, a higher percentage of Religious Affiliation Student respondents (19%, $n = 178$) than No Affiliation Student respondents (13%, $n = 52$) “strongly agreed” with this statement.

Forty-nine percent ($n = 676$) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as advocates. Statistically significant differences emerged by student position status, with 24% ($n = 41$) of Graduate Student/Post-Doc respondents and 15% ($n = 182$) of Undergraduate Student respondents “strongly agreeing” that they had staff whom they perceived as advocates. By racial identity, a higher percentage of MENA Student respondents (27%, $n = 23$) than Black Student respondents (7%, $n = 8$) “strongly agreed” that they had staff whom they perceived as advocates (Asian Student respondents [18%, $n = 81$], Latinx Student respondents [16%, $n = 37$], White Student respondents [15%, $n = 45$], and Multiracial Student respondents [18%, $n = 23$] were not statistically different from the other groups).

Twenty-seven percent ($n = 368$) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Black Student respondents (42%, $n = 47$) than White Student respondents (27%, $n = 83$) “neither agreed nor disagreed” with this statement (Asian Student respondents [32%, $n =$

¹⁰³ With the CCWG’s approval, gender identity was recoded into the categories Men and Women.

¹⁰⁴ With the CCWG’s approval, racial identity was recoded into the categories Asian, Black, Latinx, MENA, White, and Multiracial. Indigenous and Pacific Islander (I&PI) respondents were excluded from analyses to protect their confidentiality.

¹⁰⁵ With the CCWG’s approval, sexual identity was recoded into the categories Asexual, Bisexual, Queer-spectrum, and Heterosexual.

¹⁰⁶ With the CCWG’s approval, religious/spiritual affiliation was recoded the categories No Affiliation, Christian Affiliation, Non-Christian Affiliation, and Multiple Affiliations. Owing to low numbers in some of the response categories, this variable was, at times, further collapsed into No Affiliation and Religious Affiliation.

¹⁰⁷ With the CCWG’s approval, first-generation/low-income status was recoded the categories First-Generation/Low-Income and Not-First-Generation/Low-Income.

146], Latinx Student respondents [33%, $n = 77$], MENA Student respondents [30%, $n = 26$], and Multiracial Student respondents [29%, $n = 36$] were not statistically different from the other groups). Additionally, a higher percentage of Not-First-Generation/Low-Income Student respondents (26%, $n = 297$) than First-Generation/Low-Income Student respondents (19%, $n = 44$) “disagreed” that faculty prejudged their abilities based on their perception of their identity/background.

Table 112. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as advocates.	235	16.9	483	34.7	504	36.2	123	8.8	47	3.4
Gender identity ^{lxxx}										
Women	101	19.7	194	37.8	162	31.6	43	8.4	13	2.5
Men	130	15.7	272	32.8	319	38.4	78	9.4	31	3.7
Religious/spiritual affiliation ^{lxxxi}										
No Affiliation	52	13.3	145	37.0	136	34.7	42	10.7	17	4.3
Religious Affiliation	178	19.0	314	33.4	341	36.3	78	8.3	28	3.0
I have staff whom I perceive as advocates.	223	16.1	453	32.7	537	38.7	120	8.7	53	3.8
Student status ^{lxxxii}										
Undergraduate	182	15.0	404	33.3	473	39.0	104	8.6	49	4.0
Graduate Student/Post-Doc	41	23.6	49	28.2	64	36.8	16	9.2	< 5	---
Racial identity ^{lxxxiii}										
Asian	81	17.7	141	30.8	189	41.3	36	7.9	11	2.4
Black	8	7.2	42	37.8	46	41.4	11	9.9	< 5	---
Latinx	37	15.8	74	31.6	96	41.0	12	5.1	15	6.4
MENA	23	27.1	24	28.2	28	32.9	7	8.2	< 5	---
White	45	14.5	104	33.4	115	37.0	34	10.9	13	4.2
Multiracial	23	17.8	45	34.9	45	34.9	13	10.1	< 5	---
I think that faculty prejudge my abilities based on their perception of my identity/background.	123	8.9	245	17.7	443	32.0	341	24.6	233	16.8
Racial identity ^{lxxxiv}										
Asian	41	8.9	90	19.6	146	31.8	121	26.4	61	13.3
Black	5	4.5	23	20.5	47	42.0	23	20.5	14	12.5
Latinx	21	9.0	41	17.5	77	32.9	55	23.5	40	17.1
MENA	14	16.1	11	12.6	26	29.9	20	23.0	16	18.4
White	25	8.0	56	18.0	83	26.7	81	26.0	66	21.2
Multiracial	12	9.7	14	11.3	36	29.0	34	27.4	28	22.6

Table 112. Student Respondents’ Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
First-generation/low-income status ^{lxxxv}										
First-Generation/Low-Income	28	12.0	49	20.9	79	33.8	44	18.8	34	14.5
Not-First-Generation/Low-Income	95	8.3	196	17.0	364	31.6	297	25.8	199	17.3

Note: Table reports responses only from Student respondents (*n* = 1,421).

Sixteen percent (*n* = 217) of Student respondents “strongly agreed” or “agreed” that they felt that their English-speaking skills limited their ability to be successful at NJIT (Table 113).

Statistically significant differences emerged by student position status, gender identity, racial identity, sexual identity, religious/spiritual affiliation, and first-generation/low-income status. Specifically, a higher percentage of Graduate Student/Post-Doc respondents (12%, *n* = 21) than Undergraduate Student respondents (6%, *n* = 74) “strongly agreed” that they felt that their English-speaking skills limited their ability to be successful at NJIT. Additionally, compared with 28% (*n* = 49) of Graduate Student/Post-Doc respondents, 46% (*n* = 558) of Undergraduate Student respondents “strongly disagreed” with this statement.

Eleven percent (*n* = 90) of Men Student respondents and 6% (*n* = 31) of Women Student respondents “agreed” that their English-speaking skills limited their ability to be successful at NJIT. A higher percentage of Men Student respondents (20%, *n* = 170) than Women Student respondents (16%, *n* = 81) “neither agreed nor disagreed” that their English-speaking skills limited their ability to be successful at NJIT, and a higher percentage of Women Student respondents (46%, *n* = 239) than Men Student respondents (41%, *n* = 340) “strongly disagreed” with this statement.

Analyses by racial identity revealed that 14% (*n* = 34) of Latinx Student respondents and 11% (*n* = 48) of Asian Student respondents, compared with 4% (*n* = 13) of White Student respondents, “agreed” that their English-speaking skills limited their ability to be successful at NJIT (Black Student respondents [7%, *n* = 8], MENA Student respondents [8%, *n* = 7], and Multiracial Student respondents [5%, *n* = 6] were not statistically different from the other groups). Further,

61% ($n = 190$) of White Student respondents, 42% ($n = 47$) of Black Student respondents, 38% ($n = 33$) of MENA Student respondents, and 36% each of Asian Student respondents ($n = 167$) and Latinx Student respondents ($n = 86$) “strongly disagreed” with this statement. Also, a higher percentage of Multiracial Student respondents (52%, $n = 66$) than Asian Student respondents (36%, $n = 167$) “strongly disagreed” that their English-speaking skills limited their ability to be successful at NJIT.

By sexual identity, a higher percentage of Asexual Student respondents (19%, $n = 10$) than Queer-spectrum Student respondents ($n < 5$) and Heterosexual Student respondents (6%, $n = 63$) “strongly agreed” that their English-speaking skills limited their ability to be successful at NJIT (Bisexual Student respondents [7%, $n = 8$] were not statistically different from the other groups). Fifteen percent ($n = 8$) of Asexual Student respondents “agreed” with this statement, compared with less than five Bisexual Student respondents (Queer-spectrum Student respondents [5%, $n = 5$] and Heterosexual Student respondents [8%, $n = 85$] were not statistically different from the other groups). Lastly, 56% ($n = 63$) of Queer-spectrum Student respondents “strongly disagreed” that their English-speaking skills limited their ability to be successful at NJIT, compared with 29% ($n = 15$) of Asexual Student respondents (Bisexual Student respondents [49%, $n = 54$] and Heterosexual Student respondents [44%, $n = 440$] were not statistically different from the other groups).

Analyses by religious/spiritual affiliation revealed two statistically significant differences. A higher percentage of Non-Christian Affiliation Student respondents (11%, $n = 37$) than Multiple Affiliations Student respondents (0%, $n = 0$) “strongly agreed” that their English-speaking skills limited their ability to be successful at NJIT (Christian Affiliation Student respondents [7%, $n = 35$] and No Affiliation Student respondents [5%, $n = 21$] were not statistically different from the other groups). Also, 59% ($n = 41$) of Multiple Affiliations Student respondents, compared with 39% ($n = 137$) of Non-Christian Affiliations Student respondents “strongly disagreed” with this statement (No Affiliation Student respondents [47%, $n = 184$] and Christian Affiliation Student respondents [43%, $n = 223$] were not statistically different from the other groups).

By first-generation/low-income status, analyses revealed that 11% ($n = 25$) of First-Generation/Low-Income Student respondents and 6% ($n = 70$) of Not-First-Generation/Low-Income Student respondents “strongly agreed” that their English-speaking skills limited their ability to be successful at NJIT. A higher percentage of First-Generation/Low-Income Student respondents (23%, $n = 55$) than Not-First-Generation/Low-Income Student respondents (18%, $n = 206$) “neither agreed nor disagreed” that their English-speaking skills limited their ability to be successful at NJIT. Lastly, a higher percentage of Not-First-Generation/Low-Income Student respondents (46%, $n = 530$) than First-Generation/Low-Income Student respondents (33%, $n = 77$) “strongly disagreed” with this statement.

Seventeen percent ($n = 238$) of Student respondents “strongly agreed” or “agreed” that they felt that their English-writing skills limited their ability to be successful at NJIT (Table 113).

Statistically significant differences emerged by student position status, gender identity, racial identity, sexual identity, religious/spiritual affiliation, and first-generation/low-income status. Specifically, a higher percentage of Graduate Student/Post-Doc respondents (11%, $n = 20$) than Undergraduate Student respondents (6%, $n = 76$) “strongly agreed” that they felt that their English-writing skills limited their ability to be successful at NJIT. Additionally, compared with 27% ($n = 48$) of Graduate Student/Post-Doc respondents, 42% ($n = 508$) of Undergraduate Student respondents “strongly disagreed” with this statement.

A higher percentage of Men Student respondents (12%, $n = 97$) than Women Student respondents (8%, $n = 41$) “agreed” that their English-writing skills limited their ability to be successful at NJIT. Twenty-two percent ($n = 179$) of Men Student respondents and 17% ($n = 87$) of Women Student respondents “neither agreed nor disagreed” that their English-writing skills limited their ability to be successful at NJIT. Additionally, a higher percentage of Women Student respondents (43%, $n = 222$) than Men Student respondents (37%, $n = 309$) “strongly disagreed” with this statement.

Analyses by racial identity revealed two differences. A significantly higher percentage of Latinx Student respondents (14%, $n = 32$) and Asian Student respondents (12%, $n = 56$) than White Student respondents (5%, $n = 17$) “agreed” that their English-writing skills limited their ability to

be successful at NJIT (Black Student respondents [11%, $n = 12$], MENA Student respondents [12%, $n = 10$] and Multiracial Student respondents [6%, $n = 8$] were not statistically different from the other groups. Also, a higher percentage of White Student respondents (56%, $n = 176$) than Asian Student respondents (33%, $n = 152$), Black Student respondents (40%, $n = 45$), Latinx Student respondents (32%, $n = 75$), and MENA Student respondents (36%, $n = 31$) “strongly disagreed” that their English-writing skills limited their ability to be successful at NJIT. Additionally, 48% ($n = 61$) of Multiracial Student respondents, compared with 33% ($n = 152$) of Asian Student respondents and 32% ($n = 75$) of Latinx Student respondents, “strongly disagreed” with this statement.

By sexual identity, a higher percentage of Asexual Student respondents (17%, $n = 9$) than Queer-spectrum Student respondents ($n < 5$) and Heterosexual Student respondents (6%, $n = 63$) “strongly agreed” that their English-writing skills limited their ability to be successful at NJIT (Bisexual Student respondents [7%, $n = 8$] were not statistically different from the other groups). Forty-nine percent ($n = 55$) of Queer-spectrum Student respondents “strongly disagreed” that their English-writing skills limited their ability to be successful at NJIT, compared with 27% ($n = 14$) of Asexual Student respondents (Bisexual Student respondents [45%, $n = 49$] and Heterosexual Student respondents [40%, $n = 405$] were not statistically different from the other groups).

Analyses by religious/spiritual affiliation revealed that a 11% ($n = 37$) of Non-Christian Affiliation Student respondents, compared with 5% ($n = 19$) of No Affiliation Student respondents, “strongly agreed” that their English-writing skills limited their ability to be successful at NJIT (Christian Affiliation Student respondents [7%, $n = 36$] and Multiple Affiliations Student respondents [$n < 5$] were not statistically different from the other groups).

Analyses by first-generation/low-income status revealed that 11% ($n = 26$) of First-Generation/Low-Income Student respondents and 6% ($n = 70$) of Not-First-Generation/Low-Income Student respondents “strongly agreed” that their English-writing skills limited their ability to be successful at NJIT. Additionally, a higher percentage of Not-First-Generation/Low-

Income Student respondents (42%, $n = 486$) than First-Generation/Low-Income Student respondents (30%, $n = 70$) “strongly disagreed” with this statement.

Table 113. Student Respondents’ Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my English-speaking skills limit my ability to be successful at NJIT.	95	6.8	122	8.7	261	18.7	311	22.3	607	43.5
Student status ^{lxxxvi}										
Undergraduate	74	6.1	107	8.8	218	17.8	265	21.7	558	45.7
Graduate Student/Post-Doc	21	12.1	15	8.6	43	24.7	46	26.4	49	28.2
Gender identity ^{lxxxvii}										
Women	37	7.2	31	6.0	81	15.7	127	24.7	239	46.4
Men	57	6.9	90	10.8	170	20.4	175	21.0	340	40.9
Racial identity ^{lxxxviii}										
Asian	43	9.4	48	10.5	91	19.8	110	24.0	167	36.4
Black	< 5	---	8	7.1	24	21.2	31	27.4	47	41.6
Latinx	17	7.2	34	14.4	43	18.2	56	23.7	86	36.4
MENA	9	10.2	7	8.0	21	23.9	18	20.5	33	37.5
White	14	4.5	13	4.2	40	12.8	55	17.6	190	60.9
Multiracial	5	3.9	6	4.7	24	18.8	27	21.1	66	51.6
Sexual identity ^{lxxxix}										
Asexual	10	19.2	8	15.4	11	21.2	8	15.4	15	28.8
Bisexual	8	7.2	< 5	---	19	17.1	26	23.4	54	48.6
Queer-spectrum	< 5	---	5	4.5	21	18.8	21	18.8	63	56.3
Heterosexual	63	6.3	85	8.4	186	18.5	233	23.1	440	43.7
Religious/spiritual affiliation ^{xc}										
No Affiliation	21	5.3	41	10.4	68	17.3	80	20.3	184	46.7
Christian Affiliation	35	6.8	40	7.7	94	18.1	126	24.3	223	43.1
Non-Christian Affiliation	37	10.5	29	8.2	68	19.2	83	23.4	137	38.7
Multiple Affiliations	0	0.0	< 5	---	15	21.7	12	17.4	41	59.4

Table 113. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
First-generation/low-income status ^{xci}										
First-Generation/Low-Income	25	10.6	28	11.9	55	23.4	50	21.3	77	32.8
Not-First-Generation/Low-Income	70	6.0	94	8.1	206	17.7	261	22.5	530	45.7
I feel that my English-writing skills limit my ability to be successful at NJIT.	96	6.9	142	10.2	276	19.8	323	23.2	556	39.9
Student status ^{xcii}										
Undergraduate	76	6.2	120	9.9	232	19.0	282	23.2	508	41.7
Graduate Student/Post-Doc	20	11.4	22	12.6	44	25.1	41	23.4	48	27.4
Gender identity ^{xciii}										
Women	36	7.0	41	8.0	87	16.9	129	25.0	222	43.1
Men	59	7.1	97	11.7	179	21.6	186	22.4	309	37.2
Racial identity ^{xciv}										
Asian	42	9.2	56	12.3	97	21.2	110	24.1	152	33.3
Black	< 5	---	12	10.6	22	19.5	30	26.5	45	39.8
Latinx	20	8.5	32	13.6	49	20.8	60	25.4	75	31.8
MENA	8	9.2	10	11.5	19	21.8	19	21.8	31	35.6
White	13	4.2	17	5.4	46	14.7	61	19.5	176	56.2
Multiracial	6	4.7	8	6.3	25	19.5	28	21.9	61	47.7
Sexual identity ^{xcv}										
Asexual	9	17.3	8	15.4	16	30.8	5	9.6	14	26.9
Bisexual	8	7.3	11	10.0	21	19.1	21	19.1	49	44.5
Queer-spectrum	< 5	---	9	8.0	20	17.9	26	23.2	55	49.1
Heterosexual	63	6.3	97	9.7	192	19.1	248	24.7	405	40.3
Religious/spiritual affiliation ^{xcvi}										
No Affiliation	19	4.8	43	10.9	73	18.6	88	22.4	170	43.3
Christian Affiliation	36	6.9	53	10.2	99	19.1	125	24.1	205	39.6
Non-Christian Affiliation	37	10.5	32	9.1	72	20.4	86	24.4	126	35.7
Multiple Affiliations	< 5	---	< 5	---	16	23.5	13	19.1	35	51.5

Table 113. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
First-generation/low-income status ^{xvii}										
First-Generation/Low-Income	26	11.1	29	12.3	57	24.3	53	22.6	70	29.8
Not-First-Generation/Low-Income	70	6.0	113	9.8	219	18.9	270	23.3	486	42.0

Note: Table reports responses only from Student respondents (*n* = 1,421).

Student Use of NJIT Resources

The survey asked Student respondents which NJIT resources they consistently used to support themselves in the past year. Table 114 illustrates that Student respondents most often used the Academic Support Center (e.g., tutoring, writing, or learning centers) (49%, *n* = 607), the Office of Academic Advising (42%, *n* = 502), and major department (40%, *n* = 476) in the past year.

Table 114. Student Use of NJIT Resources in the Past Year

Office/resource	Academic support		Non-academic support (e.g., emotional, personal, or social wellbeing)		I have not sought support from this resource.	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Support Center (e.g., tutoring, writing, or learning centers)	562	45.4	45	3.6	630	50.9
Albert Dorman Honors College	191	15.8	76	6.3	941	77.9
Athletics	80	6.7	148	12.4	961	80.8
Career Development Services	314	26.1	89	7.4	801	66.5
Center for Counseling and Psychological Services (C-CAPS)	59	5.0	160	13.5	964	81.5
Dean of Students Office	206	17.1	143	11.8	859	71.1
Department of Public Safety	79	6.8	140	12.1	940	81.1
Diversity and Inclusion	73	6.3	99	8.5	989	85.2
Educational Opportunity Program	210	17.3	86	7.1	921	75.7
Major Department	398	33.1	78	6.5	728	60.5
Murray Center for Women in Technology	66	5.7	88	7.6	1,011	86.8
New Student Orientation Office	212	17.8	118	9.9	864	72.4

Table 114. Student Use of NJIT Resources in the Past Year

Office/resource	Academic support		Non-academic support (e.g., emotional, personal, or social wellbeing)		I have not sought support from this resource.	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Office of Academic Advising	433	36.4	69	5.8	686	57.7
Office of Accessibility Resources and Services (OARS)	116	9.9	62	5.3	994	84.8
Office of Fraternity and Sorority Life (OFSL)	44	3.8	61	5.2	1,057	91.0
Office of Global Initiatives	109	9.3	65	5.5	1,004	85.2
Office of Graduate Studies	88	7.5	46	3.9	1,032	88.5
Office of Residence Life	105	8.9	176	14.9	900	76.2
Office of Student Life	133	11.3	144	12.3	898	76.4
Student Health Services	92	7.9	164	14.0	915	78.1
Title IX	51	4.4	61	5.3	1,045	90.3
Office/resource not listed	53	4.9	42	3.9	986	91.2

Note: Table reports responses only from Student respondents (*n* = 1,421).

Qualitative Comment Analyses

One hundred twelve Graduate Student/Post-Doc respondents and 561 Undergraduate Student respondents elaborated on the spaces they feel safe and supported on campus. Responses were overwhelmingly one- or two-word descriptions (e.g., everywhere, Campus Center, dorm room). Many of the respondents, regardless of position within NJIT, indicated that they felt safe and supported everywhere on campus. Undergraduate Student and Graduate Student/Post-Doc respondents agreed that they felt safe and supported in the Campus Center and library. Undergraduate Student respondents also felt safe and supported in the Central King Building, classrooms, clubs, dorms, the Muslim Student Association, the tutoring center, and in the Education Opportunity Program office.

Graduate Student/Post-Doc Respondents' Perceptions of Department

The survey queried Graduate Student/Post-Doc respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their

programs. Subsequent analyses were run by gender identity,¹⁰⁸ racial identity,¹⁰⁹ sexual identity,¹¹⁰ religious/spiritual affiliation,¹¹¹ and first-generation/low-income status.¹¹²

Seventy-six percent ($n = 135$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they received from their departments. No statistically significant differences were found between groups (Table 115).

Eighty-one percent ($n = 144$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that they had adequate access to their advisors. No statistically significant differences were found between groups.

Seventy-three percent ($n = 128$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that their advisors provided clear expectations. No statistically significant differences were found between groups.

Eighty-seven percent ($n = 154$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that their advisors responded to their emails, calls, or voicemails in a prompt manner. No statistically significant differences were found between groups.

Sixty-nine percent ($n = 122$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that they received support from their advisors to pursue personal research interests. No statistically significant differences were found between groups.

¹⁰⁸ With the CCWG’s approval, gender identity was recoded into the categories Men and Women.

¹⁰⁹ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

¹¹⁰ With the CCWG’s approval, sexual identity was recoded into the categories Queer-spectrum (including Asexual and Bisexual) and Heterosexual.

¹¹¹ Owing to low numbers in some of the response categories, this variable was further collapsed into No Affiliation and Religious Affiliation.

¹¹² With the CCWG’s approval, first-generation/low-income status was recoded the categories First-Generation/Low-Income and Not-First-Generation/Low-Income.

Eighty-two percent ($n = 144$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that felt comfortable sharing their professional goals with their advisors. No statistically significant differences were found between groups.

Table 115. Graduate Student/Post-Doc Respondents’ Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	57	32.0	78	43.8	25	14.0	13	7.3	5	2.8
I have adequate access to my advisor.	63	35.4	81	45.5	23	12.9	6	3.4	5	2.8
My advisor provides clear expectations.	61	34.9	67	38.3	30	17.1	13	7.4	< 5	---
My advisor responds to my emails, calls, or voicemails in a prompt manner.	75	42.1	79	44.4	16	9.0	< 5	---	< 5	---
I receive support from my advisor to pursue personal research interests.	49	27.7	73	41.2	37	20.9	12	6.8	6	3.4
I am comfortable sharing my professional goals with my advisor.	66	37.5	78	44.3	20	11.4	7	4.0	5	2.8

Note: Table reports responses only from Graduate Student/Post-Doc respondents ($n = 178$).

Most Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that their department faculty members (81%, $n = 144$) and department staff members (82%, $n = 145$) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 116). Seventy-four percent ($n = 130$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that the Office of Graduate Studies responded to their emails, calls, or voicemails in a prompt manner. The majority of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that the Office of Graduate Studies clearly communicated policies and procedures for graduate students (79%, $n = 140$) and opportunities for internal and external funding (67%, $n = 119$).

Sixty percent ($n = 105$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that adequate opportunities existed for them to interact with other university faculty outside of

their departments, and 68% ($n = 120$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that their department faculty members encouraged them to produce publications and present research.

Sixty percent ($n = 107$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Table 116. Graduate Student/Post-Doc Respondents’ Perceptions of Department

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	63	35.6	81	45.8	24	13.6	7	4.0	< 5	---
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	62	35.2	83	47.2	23	13.1	5	2.8	< 5	---
The Office of Graduate Studies responds to my emails, calls, or voicemails in a prompt manner.	58	32.8	72	40.7	42	23.7	< 5	---	< 5	---
The Office of Graduate Studies clearly communicates policies and procedures for graduate students.	55	31.1	85	48.0	28	15.8	7	4.0	< 5	---
The Office of Graduate Studies clearly communicates opportunities for internal and external funding.	48	27.1	71	40.1	32	18.1	18	10.2	8	4.5
Adequate opportunities exist for me to interact with other university faculty outside of my department.	46	26.1	59	33.5	42	23.9	20	11.4	9	5.1
My department faculty members encourage me to produce publications and present research.	51	29.0	69	39.2	40	22.7	10	5.7	6	3.4

Table 116. Graduate Student/Post-Doc Respondents’ Perceptions of Department

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	45	25.4	62	35.0	42	23.7	19	10.7	9	5.1

Note: Table reports responses only from Graduate Student/Post-Doc respondents (*n* = 178).

Qualitative Comment Analyses

Forty-seven Graduate Student/Post-Doc respondents elaborated on resources available to them at NJIT. One theme emerged from Graduate Student/Post-Doc respondents: advising.

Advising. Graduate Student/Post-Doc respondents suggested their advisors were either unresponsive or took an unreasonable amount of time to respond to their requests. Additionally, when meeting with their advisors, Graduate Student/Post-Doc respondents shared that their experiences were unsatisfactory. Respondents stated, “No advisor, no clear communication, conflicting information and policies, conflict between policies and employment contract,” and “Advisors should not be professors, they should only be advisors and they should have TONS of availability and expertise. Advising at NJIT is absolutely awful.” Another respondent added, “My advisor always sends extremely short responses that don’t always answer what I’ve asked them. They have never proactively reached out to me and asked anything about my educational or career goals. I feel like I’m on my own and only need to contact them as a technicality, not for anything actually useful or productive.”

Students Who Have Seriously Considered Leaving NJIT

Thirty-three percent ($n = 610$) of respondents had seriously considered leaving NJIT. In regard to Student respondents, 27% ($n = 329$) of Undergraduate Student respondents and 19% ($n = 34$) of Graduate Student/Post-Doc respondents had seriously considered leaving NJIT (Figure 44).

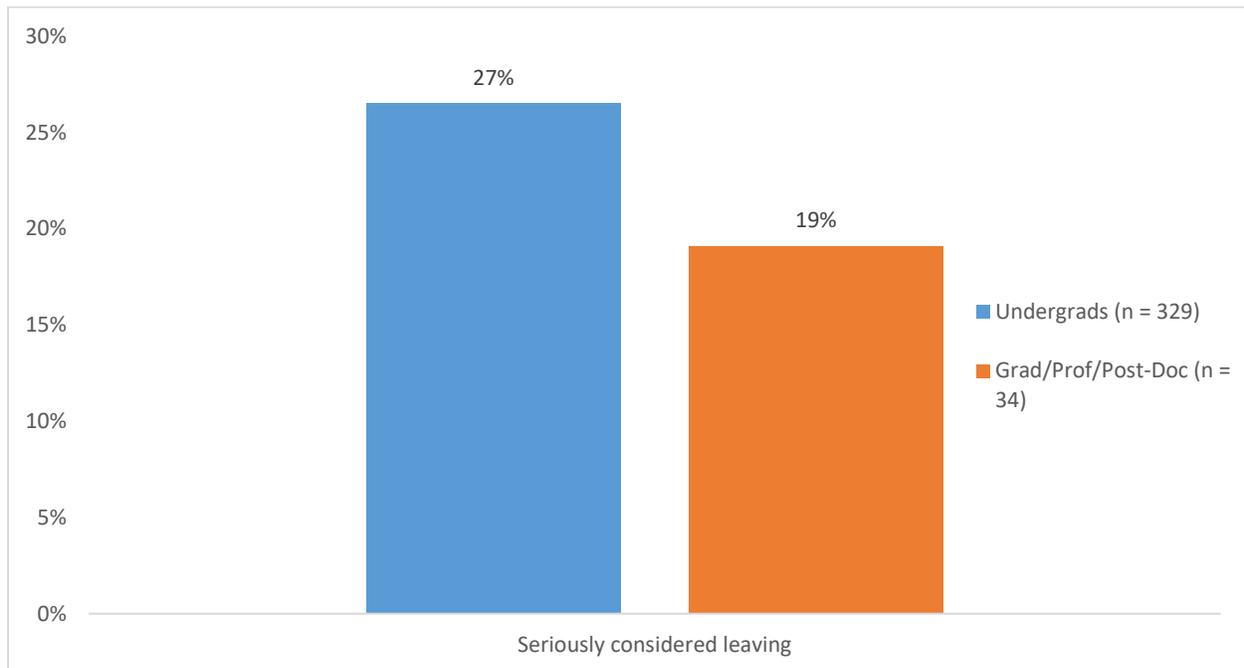


Figure 44. Student Respondents Who Had Seriously Considered Leaving NJIT (%)

Of the Student respondents who seriously considered leaving, 73% ($n = 266$) considered leaving in their first year as a student, 37% ($n = 134$) in their second year, 19% ($n = 70$) in their third year, 26% ($n = 7$) in their fourth year, and 2% ($n = 8$) in their fifth year. Less than five Student respondents seriously considered leaving after their fifth year as a student.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student/Post-Doc respondents who had seriously considered leaving the institution by gender identity, racial identity, sexual identity, religious/spiritual affiliation, and first-generation/low-income status.

Significant results for Undergraduate Student respondents indicated that:

- By racial identity, higher percentages of Black Undergraduate Student respondents (35%, $n = 39$) and White Undergraduate Student respondents (32%, $n = 96$) than Asian Undergraduate Student respondents (19%, $n = 67$) seriously considered leaving the institution (Latinx Undergraduate Student respondents [22%, $n = 52$], MENA Undergraduate Student respondents [20%, $n = 16$], and Multiracial Undergraduate Student respondents [29%, $n = 37$] were not statistically different from the other groups).^{xcviii}

Significant results for Graduate Student/Post-Doc respondents indicated that:

- By religious/spiritual affiliation, 34% ($n = 13$) of No Affiliation Graduate Student/Post-Doc respondents and 15% ($n = 19$) of Religious Affiliation Graduate Student/Post-Doc respondents seriously considered leaving the institution.^{xcix}
- By first-generation/low-income status, 33% ($n = 12$) of First-Generation/Low-Income Graduate/Professional/Post-Doc respondents and 16% ($n = 22$) of Not-First-Generation/Low-Income Graduate/Professional/Post-Doc respondents seriously considered leaving the institution.^c

Forty-seven percent ($n = 155$) of Undergraduate Student respondents who seriously considered leaving did so because they did not like the way classes were taught (Table 117). Others considered leaving because they lacked a social life at NJIT (42%, $n = 139$), for academic reasons (40%, $n = 133$), because they lacked a sense of belonging (37%, $n = 122$), for personal reasons (e.g., medical, mental health, family emergencies) (31%, $n = 101$), for financial reasons (26%, $n = 84$), and/or because of course availability/scheduling (22%, $n = 72$).

Table 117. Top Reasons Why Undergraduate Student Respondents Seriously Considered Leaving NJIT

Reason	<i>n</i>	%
Did not like the way classes are taught	155	47.1
Lack of a social life at NJIT	139	42.2
Academic reasons	133	40.4
Lack of a sense of belonging	122	37.1
Personal reasons (e.g., medical, mental health, family emergencies)	101	30.7
Financial reasons	84	25.5

Table 117. Top Reasons Why Undergraduate Student Respondents Seriously Considered Leaving NJIT

Reason	<i>n</i>	%
Course availability/scheduling	72	21.9

Note: Table reports only Undergraduate Student respondents who indicated that they seriously considered leaving NJIT (*n* = 329). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of reasons why Undergraduate Student respondents seriously considered leaving NJIT, please see Table B48 in Appendix B.

Forty-four percent (*n* = 15) of Graduate Student/Post-Doc respondents who seriously considered leaving indicated they did so for academic reasons (Table 118). Others contemplated leaving owing to the commute (35%, *n* = 12), financial reasons (35%, *n* = 12), lack of a support group (32%, *n* = 11), lack of support services (27%, *n* = 9), not liking the way classes were taught (27%, *n* = 9), lack of a social life at NJIT (24%, *n* = 8), lack of a sense of belonging (24%, *n* = 8), course availability/scheduling (24%, *n* = 8), and/or a reason not listed above (27%, *n* = 9).

Table 118. Reasons Why Graduate Student/Post-Doc Respondents Seriously Considered Leaving NJIT

Reason	<i>n</i>	%
Academic reasons	15	44.1
Commute	12	35.3
Financial reasons	12	35.3
Lack of a support group	11	32.4
Lack of support services	9	26.5
Did not like the way classes are taught	9	26.5
Lack of a social life at NJIT	8	23.5
Lack of a sense of belonging	8	23.5
Course availability/scheduling	8	23.5
A reason not listed above	9	26.5

Note: Table reports only Graduate Student/Post-Doc respondents who indicated that they seriously considered leaving NJIT (*n* = 34). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of reasons why Graduate Student/Post-Doc respondents seriously considered leaving NJIT, please see Table B48 in Appendix B.

Student respondents were asked two additional questions about their intent to persist at NJIT.

Responses were analyzed by gender identity, racial identity, sexual identity, religious/spiritual affiliation, and first-generation/low-income status.

Table 119 illustrates that 90% (*n* = 1,103) of Undergraduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from NJIT. No statistically significant differences were found between groups.

Seventy-six percent ($n = 936$) of Undergraduate Student respondents “strongly disagreed” or “disagreed” that, thinking ahead, it was likely that they would leave NJIT before they graduated. A higher percentage of Men Undergraduate Student respondents (18%, $n = 133$) than Women Undergraduate Student respondents (12%, $n = 53$) “neither agreed nor disagreed” with this statement. Additionally, a higher percentage of Women Undergraduate Student respondents (48%, $n = 216$) than Men Undergraduate Student respondents (41%, $n = 305$) “strongly disagreed” with this statement.

A higher percentage of First-Generation/Low-Income Undergraduate Student respondents (22%, $n = 45$) than Not-First-Generation/Low-Income Undergraduate Student respondents (14%, $n = 148$) “neither agreed nor disagreed” that, thinking ahead, it was likely that they would leave NJIT without meeting their academic goal.

Table 119. Undergraduate Student Respondents’ Intent to Graduate From NJIT

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I intend to graduate from NJIT.	725	58.8	378	30.7	99	8.0	19	1.5	12	1.0
Thinking ahead, it is likely that I will leave NJIT before I graduate.	41	3.3	69	5.6	193	15.6	396	32.0	540	43.6
Gender identity ^{ci}										
Women	14	3.1	19	4.2	53	11.7	152	33.5	216	47.6
Men	22	3.0	50	6.8	133	18.0	228	30.9	305	41.3
First-generation/low-income status ^{cii}										
First-Generation/Low-Income	9	4.5	9	4.5	45	22.4	54	26.9	84	41.8
Not-First-Generation/Low-Income	32	3.1	60	5.8	148	14.3	342	32.9	456	43.9

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,243$).

Ninety-two percent ($n = 161$) of Graduate Student/Post-Doc respondents “strongly agreed” or “agreed” that they intended to graduate from NJIT. No statistically significant differences were found between groups.

Seventy-two percent ($n = 127$) of Graduate Student/Post-Doc respondents “strongly disagreed” or “disagreed” that it was likely that they would leave NJIT before they graduated. No statistically significant differences were found between groups.

Table 120. Graduate Student/Post-Doc Respondents’ Intent to Graduate From NJIT

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I intend to graduate from NJIT.	101	57.4	60	34.1	13	7.4	< 5	---	< 5	---
Thinking ahead, it is likely that I will leave NJIT before I graduate.	14	7.9	15	8.5	21	11.9	39	22.0	88	49.7

Note: Table reports responses only from Graduate Student/Post-Doc respondents ($n = 178$).

Qualitative Comment Analyses

Two hundred twenty-seven Undergraduate Student and Graduate Student/Post-Doc respondents elaborated on why they had seriously considered leaving NJIT. Six themes emerged from Undergraduate Student respondents: academic rigor, COVID-19 vaccine mandate, social climate, financial stress, quality of teaching, and major.

Undergraduate Student respondents

Academic Rigor. Undergraduate Student respondents shared that the academic rigor at NJIT made them consider leaving the university. A respondent stated, “I just hate how I put so much effort into some classes, only to not see it bear fruit. Which is so demoralizing, and the fact that taking classes here is fairly expensive, it just spirals into me being a failure and letting the money that is being put towards my education being wasted.” Another respondent added, “I just felt like the classes were very tough. It feels like the professors here just expect you to know it all, and this includes the TA’s.” Other respondents included, “The classes here are extremely hard compared to their equivalents at other schools,” and “Felt that the course was too difficult and felt lost and struggling to keep up.”

COVID-19 Vaccine Mandate. NJIT’s COVID-19 vaccination mandate left Undergraduate Student respondents feeling like the institution had overstepped its bounds. Respondents shared,

“Instead of trusting in the ‘science’ of the vaccine, this mandate was ignored, and masking was required nonetheless against people’s wills,” “I don’t believe that any institution, private, public, governmental, etc., has the right to mandate a population to take a medication that they might not want to take. It is unconstitutional,” and “The school forced me to get inoculated when I didn’t want to, as well as offering an anti-science alternative (if you don’t get there job you have to get tested twice a week).”

Social Climate. Undergraduate Student respondents suggested the campus environment did not lend itself to an active social life, making it difficult to connect with others and make new friends. Respondents shared, “NJIT is a commuter school. This seriously damages the social life at NJIT and makes it much harder to make friends. It also causes student life to be extremely bad, and while students try hard, student life at NJIT sucks,” and “I found that my campus life was very lacking and as an incoming student trying to make friends, I found many students awkward and antisocial. It was very disheartening living on campus and not having a friend group.” Another respondent included, “Felt like there was nothing to do on campus and that I am missing out on the college experience.” Other respondents added, “Lack of social life on campus, primarily on weekends when commuters and residents go home,” and “Multiple times walking around NJIT, the social life felt very dead, and no one was interacting with each other.”

Financial Stress. Undergraduate Student respondents shared that financial stress was a reason they had considered leaving NJIT. Respondents stated, “One reason was financial reasons. It was hard to afford an education, and working a part-time job to come up with the money ultimately distracted me from being able to learn, and also added to my lack of social life,” “I can’t afford to live in the dorms and commuting requires a lot of gas money,” and “I wanted to leave because my finances were inadequate and I have to pay whatever bill I had by myself – no family help is available.”

Quality of Teaching. According to Undergraduate Student respondents, their professors’ inadequate teaching ability led them to alternative methods of learning course material, namely teaching themselves. A respondent shared, “Professors do not answer questions, and skip steps when solving. They may understand what they are doing but are horrible at teaching. YouTube

has taught me more.” Another respondent added, “Nothing is taught to you here, your degree is merely a hunting license. You pay thousands of dollars only for professors to read of slides. I might as well have not gone to school and taught myself through Khan academy, because that’s what is happening here.” Other respondents included, “Classes are inadequate. Some professors are excellent, but many do not teach well, and I am often forced to teach myself,” and “I feel like I have not learned enough, half the time I teach myself through YouTube or other resources. I’ve had professors that have been so much better in a community college than NJIT, and I actually learned things from them that I took with me.”

Major. Undergraduate Student respondents suggested a change of major was a reason they had seriously considered leaving NJIT. Respondents shared, “I considered switching to a humanities major, and this is not a place that offers many humanity classes or programs,” “I was considering switching to Rutgers for a psychology major,” and “The academic career in the engineering program is quite apparent and so I was taking a look at the architecture program at other universities such as NYU.”

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by position status, racial identity, and religious/spiritual affiliation. Graduate Student/Post-Doc respondents had higher *Perceived Academic Success* scores than Undergraduate Student respondents. Asian Undergraduate Student respondents had higher *Perceived Academic Success* scores than Black Undergraduate Student respondents. White Graduate Student/Post-Doc respondents had higher *Perceived Academic Success* scores than Multiracial Graduate Student/Post-Doc respondents. Lastly, Undergraduate Student respondents with a Non-Christian Affiliation had higher *Perceived Academic Success* scores than did Undergraduate Student respondents with No Affiliation.

Factor analysis was also conducted to explore the *Sense of Belonging* of Student respondents. Significant differences existed by position status, racial identity, sexual identity, and religious/spiritual affiliation. Graduate Student/Post-Doc respondents had higher *Student Sense of Belonging* scores than Undergraduate Student respondents. Asian Student respondents had

higher *Student Sense of Belonging* scores than Black Student respondents and White Student respondents. Also, Latinx Student respondents had higher *Student Sense of Belonging* scores than Black Student respondents, and MENA Student respondents had higher scores than Black Student respondents. Despite the overall test's being significant, subsequent analyses on *Student Sense of Belonging* for Student respondents were not significant for any comparisons. By religious/spiritual affiliation, Non-Christian Affiliation Student respondents had higher *Student Sense of Belonging* scores than Christian Student respondents, and Non-Christian Affiliation Student respondents had higher *Student Sense of Belonging* scores than Student respondents with No Affiliation.

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty. Fifty-two percent ($n = 718$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as advocates, but 27% ($n = 368$) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. Additionally, 16% ($n = 217$) of Student respondents “strongly agreed” or “agreed” that they felt that their English-speaking skills limited their ability to be successful at NJIT. Seventeen percent ($n = 238$) of Student respondents “strongly agreed” or “agreed” that they felt that their English-writing skills limited their ability to be successful at NJIT. Significant differences existed by student position status, gender identity, racial identity, religious/spiritual affiliation, and first-generation/low-income status, with minoritized identities often reporting less positive perceptions.

Twenty-seven percent ($n = 329$) of Undergraduate Student respondents and 19% ($n = 34$) of Graduate Student/Post-Doc respondents had seriously considered leaving NJIT. Most of those Student respondents (73%, $n = 266$) considered leaving in their first year as a student at NJIT. Also, a majority of those Student respondents (45%, $n = 164$) indicated not liking the way classes were taught as the reason why they seriously considered leaving NJIT.

^{lxxx} A chi-square test was conducted to compare percentages of Student respondents who indicated they had faculty whom they perceived as advocates by gender identity: $\chi^2(4, N = 1,343) = 11.2, p < .05$.

^{lxxxi} A chi-square test was conducted to compare percentages of Student respondents who indicated they had faculty whom they perceived as advocates by religious/spiritual affiliation: $\chi^2(4, N = 1,331) = 9.7, p < .05$.

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- ^{lxxxii} A chi-square test was conducted to compare percentages of Student respondents who indicated they had faculty whom they perceived as advocates by student status: $\chi^2(4, N = 1,386) = 9.6, p < .05$.
- ^{lxxxiii} A chi-square test was conducted to compare percentages of Student respondents who indicated they had faculty whom they perceived as advocates by racial identity: $\chi^2(20, N = 1,328) = 31.7, p < .05$.
- ^{lxxxiv} A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by racial identity: $\chi^2(20, N = 1,327) = 32.9, p < .05$.
- ^{lxxxv} A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by first-generation/low-income status: $\chi^2(4, N = 1,385) = 9.7, p < .05$.
- ^{lxxxvi} A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at NJIT by student status: $\chi^2(4, N = 1,396) = 24.2, p < .001$.
- ^{lxxxvii} A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at NJIT by gender identity: $\chi^2(4, N = 1,347) = 16.1, p < .01$.
- ^{lxxxviii} A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at NJIT by racial identity: $\chi^2(20, N = 1,336) = 78.7, p < .001$.
- ^{lxxxix} A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at NJIT by sexual identity: $\chi^2(12, N = 1,282) = 34.6, p < .001$.
- ^{xc} A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at NJIT by religious/spiritual affiliation: $\chi^2(12, N = 1,335) = 28.9, p < .01$.
- ^{xcⁱ} A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at NJIT by first-generation/low-income status: $\chi^2(4, N = 1,396) = 20.3, p < .001$.
- ^{xcⁱⁱ} A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at NJIT by student status: $\chi^2(4, N = 1,393) = 17.8, p < .001$.
- ^{xcⁱⁱⁱ} A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at NJIT by gender identity: $\chi^2(4, N = 1,345) = 11.5, p < .05$.
- ^{xc^{iv}} A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at NJIT by racial identity: $\chi^2(20, N = 1,334) = 64.5, p < .001$.
- ^{xc^v} A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at NJIT by sexual identity: $\chi^2(12, N = 1,279) = 29.8, p < .01$.
- ^{xc^{vi}} A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at NJIT by religious/spiritual affiliation: $\chi^2(12, N = 1,332) = 21.3, p < .05$.
- ^{xc^{vii}} A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at NJIT by first-generation/low-income status: $\chi^2(4, N = 1,393) = 18.5, p < .001$.
- ^{xc^{viii}} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving NJIT by racial identity: $\chi^2(5, N = 1,201) = 20.7, p < .001$.
- ^{xc^{ix}} A chi-square test was conducted to compare percentages of Graduate/Professional/Postdoc respondents who had seriously considered leaving NJIT by religious/spiritual affiliation: $\chi^2(1, N = 167) = 7.2, p < .01$.
- ^c A chi-square test was conducted to compare percentages of Graduate/Professional/Postdoc respondents who had seriously considered leaving NJIT by first-generation/low-income status: $\chi^2(1, N = 178) = 5.9, p < .05$.
- ^{ci} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave NJIT without graduating by gender identity: $\chi^2(4, N = 1,192) = 13.6, p < .01$.
- ^{cⁱⁱ} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave NJIT without graduating by first-generation/low-income status: $\chi^2(4, N = 1,239) = 10.8, p < .05$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institution's diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which NJIT does, and should, promote diversity, equity, and inclusion to influence campus climate.

Faculty/Instructional Staff Respondents' Awareness of Institutional Actions

The survey asked Faculty/Instructional Staff respondents to indicate if they believed certain initiatives were available at NJIT and how each initiative does or would influence the climate (Table 121).

Forty-nine percent ($n = 52$) of Faculty/Instructional Staff respondents thought that tenure clock flexibility was available, and 10% ($n = 11$) of Faculty/Instructional Staff respondents thought that tenure clock flexibility was not available. Forty-one percent ($n = 43$) of Faculty/Instructional Staff respondents did not know if tenure clock flexibility was available at NJIT. Eighty-three percent ($n = 78$) of Faculty/Instructional Staff respondents believed that tenure clock flexibility did or would positively influence the climate, and less than five Faculty/Instructional Staff respondents believed that tenure clock flexibility did or would negatively influence the climate. Thirteen percent ($n = 12$) of Faculty/Instructional Staff respondents believed that tenure clock flexibility did or would have no influence on the climate at NJIT.

Fourteen percent ($n = 15$) of Faculty/Instructional Staff respondents thought that recognition and rewards for including diversity issues in courses were available, and 27% ($n = 29$) of Faculty/Instructional Staff respondents thought that such recognition and rewards were not available. Fifty-nine percent ($n = 63$) of Faculty/Instructional Staff respondents did not know if recognition and rewards for including diversity issues in courses were available at NJIT. Sixty-eight percent ($n = 63$) of Faculty/Instructional Staff respondents believed that recognition and rewards for including diversity issues in courses did or would positively influence the climate, and 7% ($n = 6$) of Faculty/Instructional Staff respondents believed that recognition and rewards for including diversity issues in courses did or would negatively influence the climate. Twenty-

six percent ($n = 24$) of Faculty/Instructional Staff respondents believed that recognition and rewards for including diversity issues in courses did or would have no influence on the climate at NJIT.

Sixty-three percent ($n = 66$) of Faculty/Instructional Staff respondents thought that diversity, equity, and inclusivity training for faculty was available, and 8% ($n = 8$) of Faculty/Instructional Staff respondents thought that such training was not available. Thirty percent ($n = 31$) of Faculty/Instructional Staff respondents did not know if diversity, equity, and inclusivity training for faculty was available at NJIT. Sixty-seven percent ($n = 65$) of Faculty/Instructional Staff respondents believed that diversity, equity, and inclusivity training for faculty did or would positively influence the climate, and 7% ($n = 7$) of Faculty/Instructional Staff respondents believed that diversity, equity, and inclusivity training for faculty did or would negatively influence the climate. Twenty-six percent ($n = 25$) of Faculty/Instructional Staff respondents believed that diversity, equity, and inclusivity training for faculty did or would have no influence on the climate at NJIT.

Nineteen percent ($n = 21$) of Faculty/Instructional Staff respondents thought that toolkits for faculty to create an inclusive classroom environment were available, and 21% ($n = 23$) of Faculty/Instructional Staff respondents thought that such toolkits were not available. Fifty-nine percent ($n = 64$) of Faculty/Instructional Staff respondents did not know if toolkits for faculty to create an inclusive classroom environment were available at NJIT. Seventy percent ($n = 63$) of Faculty/Instructional Staff respondents believed that toolkits for faculty to create an inclusive classroom environment did or would positively influence the climate, and less than five Faculty/Instructional Staff respondents believed that toolkits for faculty to create an inclusive classroom environment did or would negatively influence the climate. Twenty-six percent ($n = 23$) of Faculty/Instructional Staff respondents believed that toolkits for faculty to create an inclusive classroom environment did or would have no influence on the climate at NJIT.

Twenty-three percent ($n = 25$) of Faculty/Instructional Staff respondents thought that supervisory training for faculty was available, and 29% ($n = 32$) of Faculty/Instructional Staff respondents thought that such training was not available. Forty-eight percent ($n = 53$) of Faculty/Instructional

Staff respondents did not know if supervisory training for faculty was available at NJIT. Sixty-nine percent ($n = 66$) of Faculty/Instructional Staff respondents believed that supervisory training for faculty did or would positively influence the climate, and 5% ($n = 5$) of Faculty/Instructional Staff respondents believed that supervisory training for faculty did or would negatively influence the climate. Twenty-six percent ($n = 25$) of Faculty/Instructional Staff respondents believed that supervisory training for faculty did or would have no influence on the climate at NJIT.

Sixty percent ($n = 64$) of Faculty/Instructional Staff respondents thought that access to counseling for people who have experienced harassment was available, and 8% ($n = 9$) of Faculty/Instructional Staff respondents thought that such counseling was not available. Thirty-two percent ($n = 34$) of Faculty/Instructional Staff respondents did not know if access to counseling for people who have experienced harassment was available at NJIT. Eighty-seven percent ($n = 80$) of Faculty/Instructional Staff respondents believed that access to counseling for people who have experienced harassment did or would positively influence the climate, and less than five Faculty/Instructional Staff respondents believed that access to counseling for people who have experienced harassment did or would negatively influence the climate. Twelve percent ($n = 11$) of Faculty/Instructional Staff respondents believed that access to counseling for people who have experienced harassment did or would have no influence on the climate at NJIT.

Forty-six percent ($n = 50$) of Faculty/Instructional Staff respondents thought that mentorship for new faculty was available, and 29% ($n = 32$) of Faculty/Instructional Staff respondents thought that such mentorship was not available. Twenty-five percent ($n = 27$) of Faculty/Instructional Staff respondents did not know if mentorship for new faculty was available at NJIT. Ninety percent ($n = 86$) of Faculty/Instructional Staff respondents believed that mentorship for new faculty did or would positively influence the climate and less than five Faculty/Instructional Staff respondents believed that access to mentorship for new faculty did or would negatively influence the climate. Six percent ($n = 6$) of Faculty/Instructional Staff respondents believed that mentorship for new faculty did or would have no influence on the climate at NJIT.

Twenty-eight percent ($n = 30$) of Faculty/Instructional Staff respondents thought that clear processes to resolve conflicts were available, and 25% ($n = 27$) of Faculty/Instructional Staff

respondents thought that such processes were not available. Forty-seven percent ($n = 50$) of Faculty/Instructional Staff respondents did not know if clear processes to resolve conflicts were available at NJIT. Eighty-seven percent ($n = 80$) of Faculty/Instructional Staff respondents believed that clear processes to resolve conflicts did or would positively influence the climate, and less than five Faculty/Instructional Staff respondents believed that clear processes to resolve conflicts did or would negatively influence the climate. Nine percent ($n = 8$) of Faculty/Instructional Staff respondents believed that clear processes to resolve conflicts did or would have no influence on the climate at NJIT.

Twenty-five percent ($n = 26$) of Faculty/Instructional Staff respondents thought that fair processes to resolve conflicts were available, and 27% ($n = 28$) of Faculty/Instructional Staff respondents thought that such processes were not available. Forty-eight percent ($n = 49$) of Faculty/Instructional Staff respondents did not know if fair processes to resolve conflicts were available at NJIT. Eighty-eight percent ($n = 81$) of Faculty/Instructional Staff respondents believed that fair processes to resolve conflicts did or would positively influence the climate, and 7% ($n = 6$) of Faculty/Instructional Staff respondents believed that fair processes to resolve conflicts did or would negatively influence the climate. Five percent ($n = 5$) of Faculty/Instructional Staff respondents believed that fair processes to resolve conflicts did or would have no influence on the climate at NJIT.

Thirty-nine percent ($n = 41$) of Faculty/Instructional Staff respondents thought that diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty was available, and 19% ($n = 20$) of Faculty/Instructional Staff respondents thought that such criteria were not available. Forty-two percent ($n = 44$) of Faculty/Instructional Staff respondents did not know if diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty was available at NJIT. Sixty-seven percent ($n = 63$) of Faculty/Instructional Staff respondents believed that diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty did or would positively influence the climate, and 14% ($n = 13$) of Faculty/Instructional Staff respondents believed that such criteria did or would negatively influence the climate. Nineteen percent ($n = 18$) of Faculty/Instructional Staff respondents

believed that diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty did or would have no influence on the climate at NJIT.

Seven percent ($n = 7$) of Faculty/Instructional Staff respondents thought that affordable child care was available, and 33% ($n = 35$) of Faculty/Instructional Staff respondents thought that affordable child care was not available. Sixty percent ($n = 64$) of Faculty/Instructional Staff respondents did not know if affordable child care was available at NJIT. Eighty-four percent ($n = 77$) of Faculty/Instructional Staff respondents believed that affordable child care did or would positively influence the climate, and 5% ($n = 5$) of Faculty/Instructional Staff respondents believed that affordable child care did or would negatively influence the climate. Eleven percent ($n = 10$) of Faculty/Instructional Staff respondents believed that affordable child care did or would have no influence on the climate at NJIT.

Ten percent ($n = 11$) of Faculty/Instructional Staff respondents thought that support/resources for spouse/partner employment were available, and 24% ($n = 26$) of Faculty/Instructional Staff respondents thought that support/resources for spouse/partner employment were not available. Sixty-five percent ($n = 70$) of Faculty/Instructional Staff respondents did not know if support/resources for spouse/partner employment were available at NJIT. Seventy-five percent ($n = 68$) of Faculty/Instructional Staff respondents believed that support/resources for spouse/partner employment did or would positively influence the climate, and 8% ($n = 7$) of Faculty/Instructional Staff respondents believed that support/resources for spouse/partner employment did or would negatively influence the climate. Eighteen percent ($n = 16$) of Faculty/Instructional Staff respondents believed that support/resources for spouse/partner employment did or would have no influence on the climate at NJIT.

Table 121. Faculty/Instructional Staff Respondents' Perceptions of Institutional Initiatives

Institutional initiatives	Initiative availability at NJIT						How does/would this initiative influence the NJIT climate?					
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tenure clock flexibility	52	49.1	11	10.4	43	40.6	78	83.0	< 5	---	12	12.8
Recognition and rewards for including diversity issues in courses	15	14.0	29	27.1	63	58.9	63	67.7	6	6.5	24	25.8
Diversity, equity, and inclusivity training for faculty	66	62.9	8	7.6	31	29.5	65	67.0	7	7.2	25	25.8
Toolkits for faculty to create an inclusive classroom environment	21	19.4	23	21.3	64	59.3	63	70.0	< 5	---	23	25.6
Supervisory training for faculty	25	22.7	32	29.1	53	48.2	66	68.8	5	5.2	25	26.0
Access to counseling for people who have experienced harassment	64	59.8	9	8.4	34	31.8	80	87.0	< 5	---	11	12.0
Mentorship for new faculty	50	45.9	32	29.4	27	24.8	86	89.6	< 5	---	6	6.3
Clear processes to resolve conflicts	30	28.0	27	25.2	50	46.7	80	87.0	< 5	---	8	8.7
Fair processes to resolve conflicts	26	25.2	28	27.2	49	47.6	81	88.0	6	6.5	5	5.4
Diversity, equity, and inclusivity-related professional experiences	41	39.0	20	19.0	44	41.9	63	67.0	13	13.8	18	19.1

Table 121. Faculty/Instructional Staff Respondents' Perceptions of Institutional Initiatives

	Initiative availability at NJIT						How does/would this initiative influence the NJIT climate?					
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Institutional initiatives included as one of the criteria for hiring of staff/faculty												
Affordable child care	7	6.6	35	33.0	64	60.4	77	83.7	5	5.4	10	10.9
Support/resources for spouse/partner employment	11	10.3	26	24.3	70	65.4	68	74.7	7	7.7	16	17.6

Note: Table reports responses only from Faculty/Instructional Staff respondents (*n* = 116).

Staff Respondents' Awareness of Institutional Actions

The survey asked Staff respondents ($n = 323$) to respond regarding similar initiatives, which are listed in Table 122. Sixty-six percent ($n = 199$) of Staff respondents thought that diversity, equity, and inclusivity training for staff was available, and 12% ($n = 36$) of Staff respondents thought that diversity, equity, and inclusivity training for staff was not available. Twenty-three percent ($n = 69$) of Staff respondents did not know if diversity, equity, and inclusivity training for staff was available at NJIT. Eighty-eight percent ($n = 244$) of Staff respondents believed that diversity, equity, and inclusivity training for staff did or would positively influence the climate, and 2% ($n = 5$) of Staff respondents believed that diversity, equity, and inclusivity training for staff did or would negatively influence the climate. Ten percent ($n = 29$) of Staff respondents believed that diversity, equity, and inclusivity training for staff did or would have no influence on the climate at NJIT.

Sixty-five percent ($n = 199$) of Staff respondents thought that access to counseling for people who have experienced harassment was available, and 6% ($n = 17$) of Staff respondents thought that access to counseling for people who have experienced harassment was not available. Thirty percent ($n = 91$) of Staff respondents did not know if access to counseling for people who have experienced harassment was available at NJIT. Ninety-one percent ($n = 248$) of Staff respondents believed that access to counseling for people who have experienced harassment did or would positively influence the climate, and 2% ($n = 5$) of Staff respondents believed that access to counseling for people who have experienced harassment did or would negatively influence the climate. Seven percent ($n = 19$) of Staff respondents believed that access to counseling for people who have experienced harassment did or would have no influence on the climate at NJIT.

Forty-seven percent ($n = 146$) of Staff respondents thought that supervisory training for supervisors/managers was available, and 18% ($n = 55$) of Staff respondents thought that supervisory training for supervisors/managers was not available. Thirty-five percent ($n = 107$) of Staff respondents did not know if supervisory training for supervisors/managers was available at NJIT. Eighty-eight percent ($n = 243$) of Staff respondents believed that supervisory training for supervisors/managers did or would positively influence the climate, and 3% ($n = 8$) of Staff respondents believed that supervisory training for supervisors/managers did or would negatively

influence the climate. Nine percent ($n = 25$) of Staff respondents believed that supervisory training for supervisors/managers did or would have no influence on the climate at NJIT.

Twenty-six percent ($n = 80$) of Staff respondents thought that supervisory training for faculty was available, and 14% ($n = 43$) of Staff respondents thought that supervisory training for faculty was not available. Sixty percent ($n = 181$) of Staff respondents did not know if supervisory training for faculty was available at NJIT. Eighty-five percent ($n = 218$) of Staff respondents believed that supervisory training for faculty did or would positively influence the climate, and 4% ($n = 9$) of Staff respondents believed that supervisory training for faculty did or would negatively influence the climate. Twelve percent ($n = 31$) of Staff respondents believed that supervisory training for faculty did or would have no influence on the climate at NJIT.

Thirty-one percent ($n = 94$) of Staff respondents thought that mentorship for new staff was available, and 33% ($n = 101$) of Staff respondents thought that mentorship for new staff was not available. Thirty-six percent ($n = 108$) of Staff respondents did not know if mentorship for new staff was available at NJIT. Eighty-seven percent ($n = 232$) of Staff respondents believed that mentorship for new staff did or would positively influence the climate, and 5% ($n = 12$) of Staff respondents believed that mentorship for new staff did or would negatively influence the climate. Nine percent ($n = 24$) of Staff respondents believed that mentorship for new staff did or would have no influence on the climate at NJIT.

Thirty-seven percent ($n = 111$) of Staff respondents thought that clear processes to resolve conflicts were available, and 21% ($n = 63$) of Staff respondents thought that clear processes to resolve conflicts were not available. Forty-three percent ($n = 130$) of Staff respondents did not know if clear processes to resolve conflicts were available at NJIT. Ninety-one percent ($n = 240$) of Staff respondents believed that clear processes to resolve conflicts did or would positively influence the climate, and 4% ($n = 11$) of Staff respondents believed that clear processes to resolve conflicts did or would negatively influence the climate. Five percent ($n = 13$) of Staff respondents believed that clear processes to resolve conflicts did or would have no influence on the climate at NJIT.

Thirty-five percent ($n = 104$) of Staff respondents thought that fair processes to resolve conflicts were available, and 16% ($n = 47$) of Staff respondents thought that fair processes to resolve conflicts were not available. Forty-nine percent ($n = 143$) of Staff respondents did not know if fair processes to resolve conflicts were available at NJIT. Ninety percent ($n = 231$) of Staff respondents believed that fair processes to resolve conflicts did or would positively influence the climate, and 4% ($n = 11$) of Staff respondents believed that fair processes to resolve conflicts did or would negatively influence the climate. Six percent ($n = 16$) of Staff respondents believed that fair processes to resolve conflicts did or would have no influence on the climate at NJIT.

Forty-three percent ($n = 129$) of Staff respondents thought that diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff was available, and 14% ($n = 43$) of Staff respondents thought that such criteria were not available. Forty-three percent ($n = 127$) of Staff respondents did not know if diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff were available at NJIT. Eighty-five percent ($n = 227$) of Staff respondents believed that diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff did or would positively influence the climate, and 6% ($n = 15$) of Staff respondents believed that such criteria did or would negatively influence the climate. Nine percent ($n = 24$) of Staff respondents believed that diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff did or would have no influence on the climate at NJIT.

Thirty-nine percent ($n = 119$) of Staff respondents thought that career development opportunities for staff were available, and 29% ($n = 88$) of Staff respondents thought that such opportunities were not available. Thirty-three percent ($n = 100$) of Staff respondents did not know if career development opportunities for staff were available at NJIT. Ninety percent ($n = 236$) of Staff respondents believed that career development opportunities for staff did or would positively influence the climate, and 4% ($n = 11$) of Staff respondents believed that such opportunities did or would negatively influence the climate. Six percent ($n = 16$) of Staff respondents believed that career development opportunities for staff did or would have no influence on the climate at NJIT.

Eleven percent ($n = 32$) of Staff respondents thought that affordable child care was available, and 29% ($n = 88$) of Staff respondents thought that affordable child care was not available. Sixty percent ($n = 183$) of Staff respondents did not know if affordable child care was available at NJIT. Eighty-one percent ($n = 211$) of Staff respondents believed that affordable child care did or would positively influence the climate, and 5% ($n = 14$) of Staff respondents believed that affordable child care did or would negatively influence the climate. Fourteen percent ($n = 35$) of Staff respondents believed that affordable child care did or would have no influence on the climate at NJIT.

Fourteen percent ($n = 42$) of Staff respondents thought that support/resources for spouse/partner employment were available, and 23% ($n = 70$) of Staff respondents thought that support/resources for spouse/partner employment were not available. Sixty-three percent ($n = 190$) of Staff respondents did not know if support/resources for spouse/partner employment were available at NJIT. Seventy-four percent ($n = 189$) of Staff respondents believed that support/resources for spouse/partner employment did or would positively influence the climate, and 4% ($n = 11$) of Staff respondents believed that support/resources for spouse/partner employment did or would negatively influence the climate. Twenty-two percent ($n = 55$) of Staff respondents believed that support/resources for spouse/partner employment did or would have no influence on the climate at NJIT.

Table 122. Staff Respondents’ Perceptions of Institutional Initiatives

	Initiative availability at NJIT						How does/would this initiative influence the NJIT climate?					
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don’t know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Diversity, equity, and inclusivity training for staff	199	65.5	36	11.8	69	22.7	244	87.8	5	1.8	29	10.4
Access to counseling for people who have experienced harassment	199	64.8	17	5.5	91	29.6	248	91.2	5	1.8	19	7.0
Supervisory training for supervisors/managers	146	47.4	55	17.9	107	34.7	243	88.0	8	2.9	25	9.1
Supervisory training for faculty	80	26.3	43	14.1	181	59.5	218	84.5	9	3.5	31	12.0
Mentorship for new staff	94	31.0	101	33.3	108	35.6	232	86.6	12	4.5	24	9.0
Clear processes to resolve conflicts	111	36.5	63	20.7	130	42.8	240	90.9	11	4.2	13	4.9
Fair processes to resolve conflicts	104	35.4	47	16.0	143	48.6	231	89.5	11	4.3	16	6.2
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	129	43.1	43	14.4	127	42.5	227	85.3	15	5.6	24	9.0
Career development opportunities for staff	119	38.8	88	28.7	100	32.6	236	89.7	11	4.2	16	6.1
Affordable child care	32	10.6	88	29.0	183	60.4	211	81.2	14	5.4	35	13.5

Table 122. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative availability at NJIT						How does/would this initiative influence the NJIT climate?					
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Support/resources for spouse/partner employment	42	13.9	70	23.2	190	62.9	189	74.1	11	4.3	55	21.6

Note: Table reports responses only from Staff respondents (*n* = 323).

Student Respondents' Awareness of Institutional Actions

The survey also asked Student respondents ($n = 1,421$) to consider a similar list of initiatives, provided in Table 123. Sixty-two percent ($n = 761$) of Student respondents thought that diversity and equity training for students was available at NJIT, and 4% ($n = 45$) of Student respondents thought that such training was not available. Thirty-four percent ($n = 419$) of Student respondents did not know if diversity and equity training for students was available at NJIT. Eighty percent ($n = 871$) of Student respondents believed that diversity and equity training for students did or would positively influence the climate, and 3% ($n = 28$) of Student respondents believed that diversity and equity training for students did or would negatively influence the climate. Eighteen percent ($n = 197$) of Student respondents believed that diversity and equity training for students did or would have no influence on the climate at NJIT.

Forty-eight percent ($n = 581$) of Student respondents thought that diversity and equity training for faculty was available at NJIT, and 3% ($n = 30$) of Student respondents thought that such training was not available. Fifty percent ($n = 601$) of Student respondents did not know if diversity and equity training for faculty was available at NJIT. Eighty percent ($n = 854$) of Student respondents believed that diversity and equity training for faculty did or would positively influence the climate, and 2% ($n = 24$) of Student respondents believed that diversity and equity training for faculty did or would negatively influence the climate. Eighteen percent ($n = 193$) of Student respondents believed that diversity and equity training for faculty did or would have no influence on the climate at NJIT.

Forty-six percent ($n = 556$) of Student respondents thought that diversity and equity training for staff was available at NJIT, and 3% ($n = 34$) of Student respondents thought that such training was not available. Fifty-one percent ($n = 607$) of Student respondents did not know if diversity and equity training for staff was available at NJIT. Seventy-nine percent ($n = 840$) of Student respondents believed that diversity and equity training for staff did or would positively influence the climate, and 2% ($n = 24$) of Student respondents believed that diversity and equity training for staff did or would negatively influence the climate. Eighteen percent ($n = 194$) of Student respondents believed that diversity and equity training for staff did or would have no influence on the climate at NJIT.

Forty-eight percent ($n = 578$) of Student respondents thought that a process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories) was available at NJIT, and 9% ($n = 109$) of Student respondents thought that such a process was not available. Forty-three percent ($n = 520$) of Student respondents did not know if a process to address student complaints of bias by faculty/staff in learning environments was available at NJIT. Eighty-two percent ($n = 881$) of Student respondents believed that a process to address student complaints of bias by faculty/staff in learning environments did or would positively influence the climate, and 3% ($n = 32$) of Student respondents believed that such a process did or would negatively influence the climate. Fifteen percent ($n = 157$) of Student respondents believed that a process to address student complaints of bias by faculty/staff in learning environments did or would have no influence on the climate at NJIT.

Forty-five percent ($n = 543$) of Student respondents thought that a process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories) was available at NJIT, and 9% ($n = 111$) of Student respondents thought that such a process was not available. Forty-five percent ($n = 545$) of Student respondents did not know if a process to address student complaints of bias by other students in learning environments was available at NJIT. Eighty percent ($n = 845$) of Student respondents believed that a process to address student complaints of bias by other students in learning environments did or would positively influence the climate, and 4% ($n = 38$) of Student respondents believed that such a process did or would negatively influence the climate. Seventeen percent ($n = 180$) of Student respondents believed that a process to address student complaints of bias by other students in learning environments did or would have no influence on the climate at NJIT.

Forty-seven percent ($n = 567$) of Student respondents thought that opportunities for cross-cultural dialogue among students were available at NJIT, and 7% ($n = 81$) of Student respondents thought that such opportunities were not available. Forty-six percent ($n = 553$) of Student respondents did not know if opportunities for cross-cultural dialogue among students were available at NJIT. Eighty-one percent ($n = 858$) of Student respondents believed that opportunities for cross-cultural dialogue among students did or would positively influence the climate, and 2% ($n = 25$) of Student respondents believed that such opportunities did or would

negatively influence the climate. Seventeen percent ($n = 176$) of Student respondents believed that opportunities for cross-cultural dialogue among students did or would have no influence on the climate at NJIT.

Forty-one percent ($n = 487$) of Student respondents thought that opportunities for cross-cultural dialogue among faculty, staff, and students were available at NJIT, and 6% ($n = 77$) of Student respondents thought that such opportunities were not available. Fifty-three percent ($n = 638$) of Student respondents did not know if opportunities for cross-cultural dialogue among faculty, staff, and students were available at NJIT. Eighty percent ($n = 850$) of Student respondents believed that opportunities for cross-cultural dialogue among faculty, staff, and students did or would positively influence the climate, and 2% ($n = 20$) of Student respondents believed that such opportunities did or would negatively influence the climate. Eighteen percent ($n = 187$) of Student respondents believed that opportunities for cross-cultural dialogue among faculty, staff, and students did or would have no influence on the climate at NJIT.

Forty percent ($n = 471$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at NJIT, and 10% ($n = 114$) of Student respondents thought that such curricular efforts were not available. Fifty-one percent ($n = 605$) of Student respondents did not know if incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at NJIT. Seventy-six percent ($n = 796$) of Student respondents believed that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum did or would positively influence the climate, and 6% ($n = 62$) of Student respondents believed that such curricular efforts did or would negatively influence the climate. Nineteen percent ($n = 197$) of Student respondents believed that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum did or would have no influence on the climate at NJIT.

Fifty percent ($n = 595$) of Student respondents thought that diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants) was available at NJIT, and 4% ($n = 49$) of Student respondents thought that such training was not available. Forty-six percent ($n = 552$) of Student respondents did not know if diversity, equity, and inclusivity training for

student staff (e.g., student union, resident assistants) was available at NJIT. Seventy-nine percent ($n = 836$) of Student respondents believed that diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants) did or would positively influence the climate, and 3% ($n = 26$) of Student respondents believed that such training did or would negatively influence the climate. Eighteen percent ($n = 192$) of Student respondents believed that diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants) did or would have no influence on the climate at NJIT.

Forty-nine percent ($n = 584$) of Student respondents thought that effective faculty mentorship of students was available at NJIT, and 9% ($n = 107$) of Student respondents thought that such mentorship was not available. Forty-two percent ($n = 492$) of Student respondents did not know if effective faculty mentorship of students was available at NJIT. Eighty-three percent ($n = 880$) of Student respondents believed that effective faculty mentorship of students did or would positively influence the climate, and 2% ($n = 25$) of Student respondents believed that such mentorship did or would negatively influence the climate. Fourteen percent ($n = 151$) of Student respondents believed that effective faculty mentorship of students did or would have no influence on the climate at NJIT.

Sixty-four percent ($n = 762$) of Student respondents thought that effective academic advising was available at NJIT, and 9% ($n = 102$) of Student respondents thought that effective academic advising was not available. Twenty-eight percent ($n = 327$) of Student respondents did not know if effective academic advising was available at NJIT. Eighty-six percent ($n = 913$) of Student respondents believed that effective academic advising did or would positively influence the climate, and 2% ($n = 18$) of Student respondents believed that effective academic advising did or would negatively influence the climate. Twelve percent ($n = 126$) of Student respondents believed that effective academic advising did or would have no influence on the climate at NJIT.

Nineteen percent ($n = 228$) of Student respondents thought that affordable child care was available at NJIT, and 7% ($n = 88$) of Student respondents thought that affordable child care was not available. Seventy-three percent ($n = 873$) of Student respondents did not know if affordable child care was available at NJIT. Seventy-four percent ($n = 772$) of Student respondents believed

that affordable child care did or would positively influence the climate, and 2% ($n = 17$) of Student respondents believed that affordable child care did or would negatively influence the climate. Twenty-five percent ($n = 259$) of Student respondents believed that affordable child care did or would have no influence on the climate at NJIT.

Table 123. Student Respondents' Perceptions of Institutional Initiatives

	Initiative availability at NJIT						How does/would this initiative influence the NJIT climate?					
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Diversity, equity, and inclusivity training for students	761	62.1	45	3.7	419	34.2	871	79.5	28	2.6	197	18.0
Diversity, equity, and inclusivity training for faculty	581	47.9	30	2.5	601	49.6	854	79.7	24	2.2	193	18.0
Diversity, equity, and inclusivity training for staff	556	46.4	34	2.8	607	50.7	840	79.4	24	2.3	194	18.3
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	578	47.9	109	9.0	520	43.1	881	82.3	32	3.0	157	14.7
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	543	45.3	111	9.3	545	45.5	845	79.5	38	3.6	180	16.9
Opportunities for cross-cultural dialogue among students	567	47.2	81	6.7	553	46.0	858	81.0	25	2.4	176	16.6
Opportunities for cross-cultural dialogue among faculty, staff, and students	487	40.5	77	6.4	638	53.1	850	80.4	20	1.9	187	17.7

Table 123. Student Respondents' Perceptions of Institutional Initiatives

	Initiative availability at NJIT						How does/would this initiative influence the NJIT climate?					
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	471	39.6	114	9.6	605	50.8	796	75.5	62	5.9	197	18.7
Diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants)	595	49.7	49	4.1	552	46.2	836	79.3	26	2.5	192	18.2
Effective faculty mentorship of students	584	49.4	107	9.0	492	41.6	880	83.3	25	2.4	151	14.3
Effective academic advising	762	64.0	102	8.6	327	27.5	913	86.4	18	1.7	126	11.9
Affordable child care	228	19.2	88	7.4	873	73.4	772	73.7	17	1.6	259	24.7

Note: Table reports responses only from Student respondents (*n* = 1,421).

Qualitative Comment Analyses

Five hundred thirty-four Faculty/Instructional Staff, Staff, Graduate Student/Post-Doc, and Undergraduate Student respondents elaborated on specific recommendations for improving the campus climate at NJIT. From all respondents, three themes emerged: gender parity, mental health resources, and diversity training. One theme emerged from Faculty/Instructional Staff and Staff respondents: flexible work options. From Graduate Student/Post-Doc respondents, one theme emerged: Kearney bus shuttle. Three themes emerged from Undergraduate Student respondents: social events, dining options, and Muslim prayer space.

All respondents

Gender Parity. Respondents suggested the hiring and promotion of women to leadership positions at NJIT would improve campus climate. Respondents shared, “NJIT doesn’t have many women in important positions. This is because the discrimination they face is fairly severe and it is extra hard for a woman to succeed,” and “There needs to be a much more robust process to improve gender diversity from senior administration to faculty to students.” Other respondents added, “Hiring and promoting more women in management and VP positions,” and “Upper-Level management needs more WOMEN.”

Mental Health Resources. Respondents also shared that additional mental health resources would improve campus climate. Respondents stated, “I think it’s important for students, faculty, and staff to have mandatory sessions to discuss the importance of mental health and ending the stigma of pushing yourself so hard to the point of having mental breakdowns,” and “Make CCAPS more accessible. You can only contact them by phone and it’s extremely difficult for people with mental issues to ask for help in the first place but having to directly talk to someone to make that first appointment makes it almost impossible for so many people.” Another respondent included, “Bring health services back on campus and staff them properly per the number of students, faculty and staff or just at least the students.”

Diversity Training. Mandatory diversity training, according to respondents, would help improve campus climate. Respondents shared, “Annual diversity, inclusivity training should be mandatory for all (including deans),” “I think there should be mandatory diversity and inclusion training for all first-year students. Especially coming out of high school, some people need to be exposed or reminded of how to be more inclusive of others,” and “Diversity and Inclusion program mandatory for faculty, staff, and new and incoming students.”

Faculty/Instructional Staff and Staff respondents

Flexible Work Options. Faculty/Instructional Staff and Staff respondents shared that a flexible work policy would improve campus climate. A respondent shared, “Listen to what the work force wants. After the conditions we have been living under for the past 19 months and being able to be just as productive working from home the administration should consider flexibility in the work schedule.” Another respondent added, “More flexible work schedule with opportunity to work from home as productivity is even more offering staff a better work life balance at least 1 to 2 days per week or optional as staff and supervisors see it fit.” Other respondents included, “Opportunity to have flex or remote days for work-life balance,” and “It would be beneficial to have flexible work schedule opportunities either in terms of working hours not being fixed at 8:30 - 4:30 along with the ability for remote work. This not only mentally could improve the climate, but also give increased flexibility to those that need it.”

Graduate Student/Post-Doc respondents

Kearny Bus Shuttle. Graduate Student/Post-Doc respondents suggested that restarting the Kearny bus shuttle would improve campus climate. Respondents shared, “Since many students are staying in Harrison and Kearny, it has been very difficult to commute every day to campus without a shuttle bus. Please try to arrange it especially in the winter it is going to get very cold, and the public transport cannot be trusted,” “Please have a talk on the Kearny bus shuttle. People are getting harassed because of the shuttle not being there. As we approach winter, the shuttle is the only option for students who have to travel from Kearny and Harrison,” and “Please provide Kearny shuttle accommodation.”

Undergraduate Student respondents

Social Events. Undergraduate Student respondents suggested more campus social events would improve the climate at NJIT. A respondent shared, “Find better ways to bring us all together. I went to an HBCU and the culture there was amazing. You felt as if you belong because they made you feel welcomed. People were able to come together and have fun. It just feels like there’s a divide between students.” Another respondent added, “Have more social events...It would bring the community closer and allow a more interactive building relationship amongst the community.” Other respondents stated, “We need more student activities. NJIT needs more ‘homey’ places to go to around campus with fun places/yummy places to go to. It should have more things to improve its social life,” and “More student activities for people to socialize and make new friends.”

Dining Options. Undergraduate Student respondents asserted that more dining options on campus would improve campus climate. Respondents shared, “Have more food options on campus. Have places open late or even 24/7 so we don’t need to walk to Rutgers campus,” and “There could be serious improvement regarding dining services. The food served is unsanitary and many times there are not enough bowls, utensils, or glasses. I hope the number of dishes containing nuts are reduced due to food allergies as well.” Other respondents added, “Increasing food diversity on campus would be nice in the form of more restaurants,” and “Cater more to people with vegetarian diets, I have to travel an hour to this school every day and cannot dorm here because I’m not able to eat any of the food here.”

Muslim Prayer Space. Undergraduate Student respondents shared that a designated place for Muslim prayer would improve campus climate. Respondents stated, “I would like the ability to have a prayer room for fellow Muslims. We have a meditation room and although we can still pray there, we are unable to freely change it,” and “To make the campus more open and welcoming to Muslim students, there should be a dedicated prayer space where Muslims can congregate for the five daily prayers without having to worry about being safe or judged by students of other faiths or practices.” Another respondent added, “As a member of the NJIT Muslim Student Association, I greatly appreciate being able to engage in worship and connect

with other students while on campus. The addition of a separate prayer room solely for the use of the MSA would allow us to have a place to congregate and worship and would serve as a safe space on campus for us.”

Summary

Perceptions of NJIT’s actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on NJIT’s campus. Others also indicated that they did not know if the initiatives were available. If, in fact, these initiatives are available, NJIT would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Moving Forward

Embarking on this campus-wide assessment is further evidence of NJIT's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within NJIT and to shed light on respondents' personal experiences and observations of living, learning, and working at NJIT. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and of the various identity groups within the NJIT community.

As part of its response to COVID-19, the federal government designated colleges and universities as essential and, as such, higher education must continue to serve its students and employees and society at-large. NJIT's "*Learning, Living, and Working Climate Assessment*" was undertaken during the throes of the COVID-19 pandemic as colleges and universities shuttered their campuses or adapted to hybrid models of learning and working. Certainly, these circumstances have influenced the recent experiences of NJIT's community of students, faculty, and staff members and have been noted, to an extent, in this report.

Assessments and reports, however, are not enough to bring about change. Developing a strategic actions and implementation plan is critical to improving the campus climate, even as institutions of higher education grapple with emotional as well as financial and other operational challenges resulting from the COVID-19 pandemic. NJIT will want to use the assessment data to build on the successes and address the challenges uncovered in the report to follow through with its commitment at the outset of the project. R&A encourages the CCWG and the NJIT community to develop and undertake two or three measurable action items based on the findings in this report. Furthermore, NJIT may choose to repeat the assessment process at regular intervals to respond to the ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey: *NJIT Assessment of Climate for Learning, Living, and Working*

Appendix A – Cross Tabulations by Selected Demographics

Table 124. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/ Professional/ Post-Doc		Faculty/Institutional Staff		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Men	741	59.6	106	59.6	58	50.0	111	34.4	1,016	54.6
	Trans-spectrum	29	2.3	3	1.7	1	0.9	5	1.5	38	2.0
	Women	455	36.6	69	38.8	46	39.7	196	60.7	766	41.2
	Missing/Another	18	1.4	0	0.0	11	9.5	11	3.4	40	2.2
Racial identity	Asian	345	27.8	121	68.0	13	11.2	19	5.9	498	26.8
	Black	113	9.1	3	1.7	2	1.7	74	22.9	192	10.3
	I&PI	5	0.4	0	0.0	1	0.9	0	0.0	6	0.3
	Latinx	233	18.7	5	2.8	1	0.9	40	12.4	279	15.0
	MENA	79	6.4	10	5.6	0	0.0	4	1.2	93	5.0
	White	304	24.5	13	7.3	79	68.1	145	44.9	541	29.1
	Multiracial	127	10.2	6	3.4	6	5.2	10	3.1	149	8.0
	Missing/Another	37	3.0	20	11.2	14	12.1	31	9.6	102	5.5
Sexual identity	Asexual	44	3.5	8	4.5	2	1.7	7	2.2	61	3.3
	Bisexual	108	8.7	7	3.9	2	1.7	8	2.5	125	6.7
	Heterosexual	890	71.6	131	73.6	81	69.8	241	74.6	1,343	72.2
	Queer-spectrum	104	8.4	9	5.1	6	5.2	20	6.2	139	7.5
	Missing/Another	97	7.8	23	12.9	25	21.6	47	14.6	192	10.3
Citizenship status	U.S. Citizen-Birth	140	11.3	11	6.2	27	23.3	60	18.6	238	12.8

Table 124. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/ Professional/ Post-Doc		Faculty/Instructor Staff		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	U.S. Citizen-Naturalized	102	8.2	2	1.1	7	6.0	7	2.2	118	6.3
	Non-U.S. Citizen	968	77.9	153	86.0	77	66.4	244	75.5	1,442	77.5
	Missing	33	2.7	12	6.7	5	4.3	12	3.7	62	3.3
Disability status	Single Disability	86	6.9	13	7.3	8	6.9	15	4.6	122	6.6
	Multiple Disabilities	56	4.5	3	1.7	3	2.6	10	3.1	72	3.9
	No Disability	1,088	87.5	162	91.0	99	85.3	285	88.2	1,634	87.8
	Missing	13	1.0	0	0.0	6	5.2	13	4.0	32	1.7
Religious/spiritual affiliation	Multiple Affiliations	67	5.4	5	2.8	12	10.3	11	3.4	95	5.1
	No Affiliation	365	29.4	38	21.3	39	33.6	63	19.5	505	27.2
	Christian Affiliation	503	40.5	22	12.4	32	27.6	171	52.9	728	39.1
	Non-Christian Affiliation	256	20.6	102	57.3	17	14.7	33	10.2	408	21.9
	Unknown/Missing	52	4.2	11	6.2	16	13.8	45	13.9	124	6.7

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty/Instructional Staff respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at NJIT? (Question 1)

Position	<i>n</i>	%
Undergraduate Student	1,243	66.8
Started at NJIT	1,056	85.0
Transferred from another institution	187	15.0
Graduate/Professional Student	175	9.4
Master's	108	61.7
Doctoral	66	37.7
Certificate	1	0.6
Post-Doctoral Scholar/Fellow	3	0.2
Faculty Tenured/Tenure-Track	74	4.0
Professor	29	39.2
Assistant Professor	23	31.1
Associate Professor	18	24.3
Distinguished Professor	4	5.4
Instructional Staff	42	2.3
University Lecturer	15	35.7
Adjunct Instructor	12	28.6
Senior University Lecturer	12	28.6
Research Professor/Research Associate (including Distinguished Research Professor, Research Professor, Research Associate Professor, Research Assistant Professor)	3	7.1
Professor of Practice	0	0.0
Visiting Professor	0	0.0
Staff	323	17.4
Salary	293	90.7
Hourly	30	9.3

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Staff and Students only: Are you full-time or part-time in that primary position? (Question 2)

Status	<i>n</i>	%
Full-time	1,688	97.0
Part-time	52	3.0
Missing	0	0.0

Table B3. What was your assigned birth sex? (Question 48)

Birth sex	<i>n</i>	%
Male	1,034	55.6
Female	803	43.2
Intersex	2	0.1
Missing	21	1.1

Table B4. What is your current gender/gender identity? (Question 49)

Gender identity	<i>n</i>	%
Man	1,016	54.6
Woman	766	41.2
Genderqueer/nonbinary	26	1.4
Transgender	12	0.6
A gender not listed here	6	0.3
Missing	25	1.3

Table B5. What is your current gender expression? (Question 50)

Gender expression	<i>n</i>	%
Masculine	985	53.0
Feminine	736	39.6
Androgynous	37	2.0
Genderfluid	35	1.9
A gender expression not listed here	5	0.3
Missing	62	3.3

Table B6. What is your citizenship/immigrant status in U.S.? (Question 51)

Citizenship/immigrant status	<i>n</i>	%
Unprotected status (no protections)	1,238	66.6
U.S. citizen, birth	238	12.8
U.S. citizen, naturalized	118	6.3
Permanent immigrant status (e.g., lawful legal resident, refugee, asylee, T visa, VAWA)	162	8.7
Other legally documented status	25	1.3
Temporary resident – International student	13	0.7
Temporary resident – Dual intent worker (e.g., H-1B visa holder) or other temporary worker status	4	0.2
Missing	62	3.3

Table B7. Although the categories listed below may not represent your full identity or use the language you prefer or employ the language you use, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 52)

Racial/ethnic identity	<i>n</i>	%
White/European American	639	34.4
Asian/Asian American	545	29.3
Hispanic/Latinx/Chicanx	360	19.4
Black/African American	239	12.8
Middle Eastern/North African	115	6.2
Alaska Native/American Indian/Native American/Indigenous	16	0.9
Pacific Islander	14	0.8
Native Hawaiian	1	0.1
<u>A racial/ethnic identity not listed here</u>	42	2.3

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B8. What is your age? (Question 53)

Age	<i>n</i>	%
19 or younger	725	39.0
20–21	315	16.9
22–24	190	10.2
25–34	186	10.0
35–44	93	5.0
45–54	86	4.6
55–64	95	5.1
65–74	23	1.2
75 and older	7	0.4
Missing	140	7.5

Table B9. How would you describe your current political views? (Question 54)

Political views	<i>n</i>	%
Very conservative	35	1.9
Conservative	172	9.2
Moderate	839	45.1
Liberal	529	28.4
Very liberal	204	11.0
Missing	81	4.4

Table B10. Although the categories listed below may not represent your full identity or use the language you prefer or employ the language you use, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 55)

Sexual identity	<i>n</i>	%
Heterosexual	1,343	72.2
Bisexual	125	6.7
Asexual	61	3.3
Gay	36	1.9
Questioning	33	1.8
Pansexual	28	1.5
Lesbian	24	1.3
Queer	18	1.0
A sexual identity not listed here	20	1.1
Missing	172	9.2

Table B11. Do you have substantial parenting, caregiving, or child care responsibilities? (Mark all that apply.) (Question 56)

Parenting or caregiving responsibility	<i>n</i>	%
No	1,575	84.7
Yes	249	13.4
<i>Children/child 6–18 years old</i>	112	44.8
<i>Children/child 5 years old or younger</i>	69	27.6
<i>Senior or other family member</i>	68	27.2
<i>Children/child over 18 years old, but still legally dependent (e.g., in college, disabled)</i>	38	15.2
<i>A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)</i>	17	6.8
<i>Independent adult children over 18 years old</i>	16	6.4
<i>Partner with a disability or illness</i>	7	2.8
Missing	36	1.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B12. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g., ROTC, family member)? If so, please indicate your primary status. (Question 57)

Military status	<i>n</i>	%
I have never served in the U.S. Armed Forces.	1,653	88.9
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	38	2.0
I am not currently serving, but have served (e.g., retired, veteran).	28	1.5
I am in ROTC.	9	0.5
I am currently a member of the National Guard (but not in ROTC).	3	0.2
I am currently a member of the Reserves (but not in ROTC).	3	0.2
I am currently on active duty.	2	0.1
Missing	124	6.7

Table B13. What is the highest level of education achieved by your parent(s)/guardian(s)? (Question 58)

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	87	4.7	84	4.5
Some high school	123	6.6	133	7.2
Completed high school/GED	320	17.2	309	16.6
Some college	199	10.7	213	11.5
Business/technical certificate/degree	50	2.7	64	3.4
Associate degree	59	3.2	82	4.4
				283

Table B13. What is the highest level of education achieved by your parent(s)/guardian(s)? (Question 58)

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
Bachelor's degree	492	26.5	484	26.0
Some graduate work	28	1.5	26	1.4
Master's degree (e.g., MA, MS, MBA)	319	17.2	223	12.0
Specialist degree (e.g., EdS)	3	0.2	5	0.3
Doctoral degree (e.g., PhD, EdD)	72	3.9	29	1.6
Professional degree (e.g., MD, JD)	44	2.4	30	1.6
Unknown	23	1.2	55	3.0
Not applicable	11	0.6	71	3.8
Missing	30	1.6	52	2.8

Table B14. Faculty/Instructional Staff/Staff only: What is your highest level of education? (Question 59)

Level of education	<i>n</i>	%
No high school	1	0.2
Some high school	6	1.4
Completed high school/GED	12	2.7
Some college	31	7.0
Business/technical certificate/degree	13	3.0
Associate degree	4	0.9
Bachelor's degree	65	14.8
Some graduate work	31	7.0
Master's degree (e.g., MA, MS, MBA, MLS)	135	30.7
Specialist degree (e.g., EdS)	0	0.0
Doctoral degree (e.g., PhD, EdD)	117	26.6
Professional degree (e.g., MD, JD)	10	2.3
Missing	14	3.2

Note: Table includes responses only from only those respondents who indicated that they were Faculty/Instructional Staff or Staff in Question 1 (*n* = 439).

Table B15. Faculty/Instructional Staff/Staff only: How long have you been employed at NJIT? (Question 60)

Length of employment	<i>n</i>	%
Less than one year	32	7.3
1–5 years	124	28.2
6–10 years	78	17.8

Table B15. Faculty/Instructional Staff/Staff only: How long have you been employed at NJIT? (Question 60)

Length of employment	<i>n</i>	%
11–15 years	45	10.3
16–20 years	49	11.2
21–30 years	60	13.7
31–40 years	24	5.5
More than 40 years	7	1.6
Missing	20	4.6

Note: Table includes responses only from those respondents who indicated that they were Faculty/Instructional Staff or Staff in Question 1 (*n* = 439).

Table B16. Undergraduate Students only: How many years have you attended NJIT? (Question 61)

Years attended NJIT	<i>n</i>	%
Less than one year	635	51.1
One year	145	11.7
Two years	185	14.9
Three years	168	13.5
Four years	78	6.3
Five years	24	1.9
Six or more years	7	0.6
Missing	1	0.1

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,243).

Table B17. Graduate Students only: Where are you in your graduate studies program at NJIT? (Question 62)

Where in graduate studies program	<i>n</i>	%
Certificate student	2	1.1
Master's degree student	108	61.7
<i>First year</i>	72	74.2
<i>Second year</i>	21	21.6
<i>Third year</i>	1	1.0
<i>Fourth year or more</i>	3	3.1
Doctoral degree student	65	37.1
<i>First year</i>	17	29.3
<i>Second year</i>	9	15.5
<i>Third year</i>	17	29.3
<i>Fourth year</i>	11	19.0

Table B17. Graduate Students only: Where are you in your graduate studies program at NJIT? (Question 62)

Where in graduate studies program	<i>n</i>	%
<i>Fifth year</i>	3	5.2
<i>Sixth year</i>	1	1.7
<i>Seventh year or more</i>	17	29.3
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 178).

Table B18. Faculty/Instructional Staff only: In which academic division is your primary appointment at this time? (Question 63)

Academic division	<i>n</i>	%
College of Science and Liberal Arts	57	49.1
<i>Department of Mathematical Sciences</i>	9	32.1
<i>Department of Humanities and Social Sciences</i>	9	32.1
<i>Department of Chemistry and Environmental Sciences</i>	4	14.3
<i>Department of Biological Sciences</i>	4	14.3
<i>Department of History</i>	2	7.1
<i>Department of Physics</i>	0	0.0
Newark College of Engineering	32	27.6
<i>Department of Chemical and Materials Engineering</i>	4	30.8
<i>School of Applied and Engineering Technology</i>	3	23.1
<i>Department of Biomedical Engineering</i>	2	15.4
<i>Department of Electrical and Computer Engineering</i>	2	15.4
<i>Department of Civil and Environmental Engineering</i>	1	7.7
<i>Department of Mechanical and Industrial Engineering</i>	1	7.7
Ying Wu College of Computing	6	5.2
<i>Department of Informatics</i>	2	100.0
<i>Department of Computer Science</i>	0	0.0
Hillier College of Architecture and Design	5	4.3
Martin Tuchman School of Management	5	4.3
Missing	11	9.5

Note: Table includes responses only from those respondents who indicated that they were Faculty or Instructional Staff in Question 1 (*n* = 116).

Table B19. Faculty/Instructional Staff only: Are you an Albert Dorman faculty fellow? (Question 64)

Response	<i>n</i>	%
No	108	93.1
Yes	1	0.9
Missing	7	6.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Instructional Staff in Question 1 (*n* = 116).

Table B20. Staff only: With which academic division/work unit are you primarily affiliated at this time? (Question 65)

Academic division/work unit	<i>n</i>	%
Academic Affairs and Student Services (Dr. Basil Baltzis)	30	9.3
Real Estate Development and Capital Operations (Andrew Christ)	26	8.0
Development & Alumni Relations (Dr. Kenneth Alexo Jr.)	20	6.2
Information Services and Technology (Kamalika Sandell)	19	5.9
Office of the Provost and Academic Affairs (Dr. Fadi Deek)	18	5.6
Dean of Students and Campus Life (Dr. Marybeth Boger)	17	5.3
Undergraduate Studies (Dr. Laurent Simon)	16	5.0
Newark College of Engineering (Dr. Moshe Kam)	14	4.3
Research (Dr. Atam Dhawan)	13	4.0
College of Science and Liberal Arts (Dr. Kevin Belfield)	12	3.7
Strategic Communications (Dr. Matthew Golden)	12	3.7
Finance (Catherine Brennan)	11	3.4
Ying Wu College of Computing (Dr. Craig Gotsman)	10	3.1
Human Resources (Dale McLeod)	7	2.2
Athletics (Lenny Kaplan)	5	1.5
Graduate Studies (Dr. Sotirios G. Ziavras)	5	1.5
Hillier College of Architecture and Design (Dr. Branko Kolarevic)	5	1.5
Library (Ann Hoang)	5	1.5
Albert Dorman Honors College (Dr. Louis Hamilton)	4	1.2
Office of General Counsel (Holly Stern)	3	0.9
Office of the President (Dr. Joel Bloom)	2	0.6
Martin Tuchman School of Management (Dr. Oya Tukul)	1	0.3
Technology and Business Development (Dr. Donald Sebastian)	1	0.3
Missing	67	20.7

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 323).

Table B21. Undergraduate Students only: In which department/school is your primary major degree program housed? (Question 66)

Major	<i>n</i>	%
Department of Computer Science	272	21.9
Department of Mechanical and Industrial Engineering	157	12.6
Department of Biomedical Engineering	112	9.0
Department of Electrical and Computer Engineering	111	8.9
Department of Civil and Environmental Engineering	100	8.0
School of Art and Design	68	5.5
Martin Tuchman School of Management	66	5.3
Department of Biological Sciences	58	4.7
School of Architecture	48	3.9
School of Applied and Engineering Technology	43	3.5
Department of Informatics	43	3.5
Department of Chemistry and Environmental Sciences	40	3.2
Department of Chemical and Materials Engineering	40	3.2
Department of Mathematical Sciences	22	1.8
Department of Humanities and Social Sciences	20	1.6
Department of Physics	11	0.9
Department of History	9	0.7
Undecided	16	1.3
Missing	7	0.6

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,243).

Table B22. Students only: Are you currently an Albert Dorman Honors College student? (Question 67)

Response	<i>n</i>	%
No	1,174	82.6
Yes	222	15.6
Missing	25	1.8

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,243).

Table B23. Graduate/Professional Students only: In which department/school is your degree program housed? (Mark all that apply.) (Question 68)

Academic division/school	<i>n</i>	%
Department of Computer Science	55	31.4
Department of Electrical and Computer Engineering	25	14.3
Department of Informatics	18	10.3
Department of Data Sciences	13	7.4
Department of Civil and Environmental Engineering	12	6.9
Department of Mechanical and Industrial Engineering	11	6.3
Department of Chemistry and Environmental Sciences	10	5.7
Department of Biomedical Engineering	9	5.1
Department of Mathematical Sciences	7	4.0
Department of Chemical and Materials Engineering	7	4.0
Martin Tuchman School of Management	7	4.0
School of Architecture	5	2.9
Department of Biological Sciences	2	1.1
Department of Physics	2	1.1
Department of History	0	0.0
Department of Humanities and Social Sciences	0	0.0
School of Applied and Engineering Technology	0	0.0
School of Art and Design	0	0.0

Note: Percentages may not sum to 100 as a result of multiple response choices. Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 178).

Table B24. Do you have a condition/disability that influences your learning, living, or working activities? (Question 69)

Condition/disability	<i>n</i>	%
No	1,634	87.8
Yes	210	11.3
Missing	16	0.9

Table B25. Which, if any, of the conditions listed below impact your learning, living, or working activities? (Mark all that apply.) (Question 70)

Condition	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	101	48.1
Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	74	35.2
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	49	23.3
		289

Table B25. Which, if any, of the conditions listed below impact your learning, living, or working activities? (Mark all that apply.) (Question 70)

Condition	<i>n</i>	%
Asperger's/autism spectrum	22	10.5
Physical/mobility condition that affects walking	17	8.1
Hard of hearing or deaf	12	5.7
Physical/mobility condition that does not affect walking	9	4.3
Low vision or blind	7	3.3
Acquired/traumatic brain injury	4	1.9
Speech/communication condition	4	1.9
A disability/condition not listed here	29	13.8

Note: Table includes responses only from those respondents who indicated that they have a condition/disability in Question 69 (*n* = 210). Percentages may not sum to 100 as a result of multiple response choices.

Table B26. Students only: Are you registered with the Office of Accessibility Resources and Services (OARS)? (Question 71)

Registered	<i>n</i>	%
No	100	59.5
Yes	66	39.3
Missing	2	1.2

Note: Table includes responses only from those Student respondents who indicated that they have a condition/disability in Question 69 (*n* = 168).

Table B27. Students only: Are you receiving required accommodations for your disability/condition? (Question 72)

Receiving accommodations	<i>n</i>	%
Yes	59	89.4
No	7	10.6
Missing	0	0.0

Note: Table includes responses only from those Student respondents who indicated that they are registered with the Office of Accessibility Services in Question 71 (*n* = 66).

Table B28. Faculty/Instructional Staff/Staff only: Are you receiving required accommodations for a disability/condition that affects your ability to complete your essential job functions? (Question 73)

Receiving accommodations	<i>n</i>	%
No	21	46.7
Yes	20	44.4
Missing	4	8.9

Note: Table includes responses only from those Faculty/Instructional Staff and Staff respondents who indicated that they have a condition/disability in Question 69 (*n* = 45).

Table B29. Please select the option that most closely describes your native language. (Question 74)

Native language	<i>n</i>	%
English is my native language.	1,133	60.9
English is not my native language.	366	19.7
I learned English along with other language(s).	324	17.4
Missing	37	2.0

Table B30. What is your religious or spiritual identity? (Mark all that apply.) (Question 75)

Religious/spiritual identity	<i>n</i>	%
Christian	780	41.9
<i>Catholic/Roman Catholic</i>	395	50.6
<i>Baptist</i>	45	5.8
<i>Nondenominational Christian</i>	44	5.6
<i>Pentecostal</i>	39	5.0
<i>Protestant</i>	23	2.9
<i>Christian Methodist Episcopal</i>	22	2.8
<i>Evangelical</i>	18	2.3
<i>Lutheran</i>	18	2.3
<i>Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)</i>	18	2.3
<i>Presbyterian</i>	17	2.2
<i>Church of Christ</i>	12	1.5
<i>Church of God in Christ</i>	12	1.5
<i>Episcopalian</i>	12	1.5
<i>Greek Orthodox</i>	12	1.5
<i>The Church of Jesus Christ of Latter-day Saints</i>	12	1.5
<i>United Methodist</i>	8	1.0
<i>Assembly of God</i>	7	0.9
<i>Russian Orthodox</i>	7	0.9
<i>Jehovah's Witness</i>	6	0.8
<i>Seventh Day Adventist</i>	6	0.8
<i>Quaker</i>	4	0.5
<i>African Methodist Episcopal</i>	3	0.4
<i>Protestant Reformed Church (PR)</i>	3	0.4
<i>Reformed Church of America (RCA)</i>	2	0.3
<i>United Church of Christ</i>	2	0.3

**Table B30. What is your religious or spiritual identity? (Mark all that apply.)
 (Question 75)**

Religious/spiritual identity	<i>n</i>	%
<i>African Methodist Episcopal Zion</i>	1	0.1
<i>Christian Orthodox</i>	1	0.1
<i>Christian Reformed Church (CRC)</i>	1	0.1
<i>Mennonite</i>	0	0.0
<i>Moravian</i>	0	0.0
<i>A Christian affiliation not listed here</i>	37	4.7
No affiliation	232	12.5
Hindu	208	11.2
Agnostic	180	9.7
Atheist	156	8.4
Muslim	143	7.7
<i>Sunni</i>	110	76.9
<i>Shi'ite</i>	9	6.3
<i>Sufi</i>	5	3.5
<i>Ahmadi</i>	2	1.4
<i>A Muslim affiliation not listed here</i>	8	5.6
Spiritual but no religious affiliation	89	4.8
Jewish	59	3.2
<i>Reform</i>	26	44.1
<i>Conservative</i>	14	23.7
<i>Orthodox</i>	8	13.6
<i>Reconstructionist</i>	3	5.1
<i>A Jewish affiliation not listed here</i>	8	13.6
Buddhist	20	1.1
Sikh	16	0.9
Secular Humanist	10	0.5
Jain	7	0.4
Unitarian Universalist	7	0.4
Native American Traditional Practitioner or Ceremonial	5	0.3
Pagan	3	0.2
Scientologist	3	0.2
Wiccan	3	0.2
Confucianist	2	0.1
Druid	2	0.1

Table B30. What is your religious or spiritual identity? (Mark all that apply.) (Question 75)

Religious/spiritual identity	<i>n</i>	%
Taoist	2	0.1
Shinto	1	0.1
Baha'i	1	0.1
Tenrikyo	1	0.1
Rastafarian	0	0.0
A religious affiliation or spiritual identity not listed above	91	4.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B31. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 76)

Receive financial support	<i>n</i>	%
Yes	1,007	70.9
No	367	25.8
Missing	47	3.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421).

Table B32. Students only: What is your *best estimate* of your family/guardian's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 77)

Income	<i>n</i>	%
\$19,999 and below	206	14.5
\$20,000–\$29,999	176	12.4
\$30,000–\$49,999	170	12.0
\$50,000–\$69,999	148	10.4
\$70,000–\$99,999	198	13.9
\$100,000–\$149,999	210	14.8
\$150,000–\$199,999	102	7.2
\$200,000–\$249,999	52	3.7
\$250,000–\$499,999	37	2.6
\$500,000 or more	15	1.1
Missing	107	7.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421).

Table B33. Students only: Where do you live? (Question 78)

Residence	<i>n</i>	%
Non-campus housing	826	58.1
<i>Living with family member/guardian</i>	491	73.6
<i>Independently in an apartment/house</i>	173	25.9
<i>21 Greek Way</i>	3	0.4
<i>5 Greek Way</i>	0	0.0
Campus housing	568	40.0
<i>Laurel Hall</i>	117	27.9
<i>Cypress Hall</i>	111	26.5
<i>Honors Hall</i>	92	22.0
<i>Redwood Hall</i>	41	9.8
<i>Oak Hall</i>	39	9.3
<i>23 Greek Way</i>	7	1.7
<i>7 Greek Way</i>	3	0.7
<i>13 Greek Way</i>	3	0.7
<i>17 Greek Way</i>	3	0.7
<i>11 Greek Way</i>	2	0.5
<i>9 Greek Way</i>	1	0.2
<i>15 Greek Way</i>	0	0.0
<i>19 Greek Way</i>	0	0.0
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	15	1.1
Moved to another residence temporarily due to COVID-19 pandemic	0	0.0
Missing	12	0.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B34. Students only: Since having been a student at NJIT, have you been a member of or participated in any of the following student clubs or organizations? (Mark all that apply.) (Question 79)

Clubs/organizations	<i>n</i>	%
I do not participate in any clubs or organizations at NJIT.	479	33.7
Cultural and Spiritual (e.g., Black Student Association, Intersarsity Christian Fellowship, Muslim Student Association)	266	18.7
Special Interest (e.g., Art Club, NJIT Filmmaking, Maker Club)	229	16.1
Professional/Academic (e.g., American Chemical Society, Institute of Electrical and Electronics Engineers, Society of Women Engineers)	220	15.5
Athletics (e.g., Archery Club, Cheerleaders, Ultimate Frisbee)	185	13.0
Competitive Non-Sports Team (e.g., NJIT Esports, Highlander Chess Club, Robotics)	142	10.0
		294

Table B34. Students only: Since having been a student at NJIT, have you been a member of or participated in any of the following student clubs or organizations? (Mark all that apply.) (Question 79)

Clubs/organizations	<i>n</i>	%
Councils and Committees (e.g., Student Senate, Student Activities Council, Senior Class)	131	8.5
Performing Arts and Media (e.g., Gigabeats, Ehsaas Dance Team, Vector)	82	5.8
Departmental (e.g., Actuarial Society, Biology Society, Society of Physics Students)	81	5.7
Graduate Student Organizations (e.g., Graduate Student Organization, Graduate Biomedical Engineering Society, Sanskar)	79	5.6
Civic Engagement/Advocacy (e.g., Amnesty International, Circle K, Highlanderthon)	67	4.7
Social Fraternities and Sororities (e.g., Delta Phi Epsilon, Lambda Tau Omega, Pi Kappa Phi)	62	4.4
Honor Societies (e.g., Order of Omega, Omega Chi Epsilon, Omicron Delta Kappa)	37	2.6
Professional and Service Fraternities (e.g., Alpha Kappa Psi, Alpha Phi Omega, Theta Tau)	31	2.2
A student organization not listed above	110	7.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421). Percentages may not sum to 100 as a result of multiple response choices.

Table B35. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 80)

GPA	<i>n</i>	%
No GPA at this time—first semester at NJIT	638	44.9
3.75–4.00	285	20.1
3.50–3.74	161	11.3
3.25–3.49	124	8.7
3.00–3.24	100	7.0
2.75–2.99	53	3.7
2.50–2.74	24	1.7
2.25–2.49	15	1.1
2.00–2.24	6	0.4
Below 2.00	8	0.6
Missing	7	0.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421).

Table B36. Students only: Have you experienced financial hardship while attending NJIT? (Question 81)

Financial hardship	<i>n</i>	%
No	853	60.0
Yes	548	38.6
<i>Tuition</i>	347	63.3
<i>Books/course materials</i>	290	52.9
<i>Food</i>	198	36.1
<i>Housing</i>	186	33.9
<i>Technology resources (e.g., internet access, computer hardware, computer software)</i>	168	30.7
<i>Commuting to campus</i>	167	30.5
<i>Other campus fees</i>	133	24.3
<i>Travel to and from NJIT (e.g., returning home during break)</i>	89	16.2
<i>Health care</i>	77	14.1
<i>Participation in social events</i>	67	12.2
<i>Unpaid internships/research opportunities</i>	53	9.7
<i>Studying abroad</i>	51	9.3
<i>Cocurricular events or activities</i>	47	8.6
<i>Alternative spring breaks</i>	46	8.4
<i>A financial hardship not listed here</i>	22	4.0
<i>Travel during mandatory evacuation</i>	16	2.9
<i>Child care</i>	9	1.6
Missing	20	1.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B37. Students only: How are you currently paying for your education at NJIT? (Mark all that apply.) (Question 82)

Source of funding	<i>n</i>	%
Family contribution	703	49.5
Loans	458	32.2
Grant (e.g., Pell)	403	28.4
Non-need-based scholarship (e.g., athletic, merit, ROTC)	365	25.7
Personal contribution/job	203	14.3
Credit card	167	11.8
Need-based scholarship (e.g., Gates)	158	11.1
Campus employment	134	9.4

Table B37. Students only: How are you currently paying for your education at NJIT? (Mark all that apply.) (Question 82)

Source of funding	<i>n</i>	%
Graduate assistantship/research assistantship	53	3.7
Employer tuition reimbursement/assistance	25	1.8
Resident assistant	17	1.2
Military educational benefits (e.g., GI Bill, NGEAP)	11	0.8
NJ Tuition Benefits for Unemployed Persons	11	0.8
Home country contribution	8	0.6
Fellowship	5	0.4
A method of payment not listed here	54	3.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421). Percentages may not sum to 100 as a result of multiple response choices.

Table B38. Students only: Are you employed either on campus, off campus, or both during the academic year? (Mark all that apply.) (Question 83)

Employed	<i>n</i>	%
No	817	57.5
Yes, I work on campus.	296	20.8
<i>1–10 hours/week</i>	155	52.4
<i>11–20 hours/week</i>	108	36.5
<i>21–30 hours/week</i>	6	2.0
<i>31–40 hours/week</i>	11	3.7
<i>More than 40 hours/week</i>	4	1.4
<i>Missing</i>	12	4.1
Yes, I work off campus.	312	22.0
<i>1–10 hours/week</i>	86	27.6
<i>11–20 hours/week</i>	116	37.2
<i>21–30 hours/week</i>	64	20.5
<i>31–40 hours/week</i>	25	8.0
<i>More than 40 hours/week</i>	11	3.5
<i>Missing</i>	10	3.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421). Percentages may not sum to 100 as a result of multiple response choices.

Table B39. How many minutes do you commute to NJIT one-way? (Question 84)

Minutes	<i>n</i>	%
10 or fewer	379	20.4
11–20	177	9.5
21–30	340	18.3
31–40	331	17.8
41–50	211	11.3
51–60	136	7.3
60 or more	224	12.0
Missing	62	3.3

Table B40. What is your primary method of transportation to NJIT? (Question 85)

Method of transportation	<i>n</i>	%
Personal vehicle	906	48.7
Walk	387	20.8
Public transportation	380	20.4
Carpool	83	4.5
Ride-sharing services (e.g., Lyft, Uber)	25	1.3
Bicycle, skateboard, scooter, etc.	15	0.8
Missing	64	3.4

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B41. Overall, how comfortable are you with the climate at NJIT? (Question 3)

Comfort	<i>n</i>	%
Very comfortable	329	17.7
Comfortable	970	52.2
Neither comfortable nor uncomfortable	393	21.1
Uncomfortable	127	6.8
Very uncomfortable	40	2.2

Table B42. Faculty/Instructional Staff only: Overall, how comfortable are you with the climate in your academic unit (i.e., Department, HCAD, or MTSM) at NJIT? (Question 4)

Comfort	<i>n</i>	%
Very comfortable	34	29.3
Comfortable	37	31.9
Neither comfortable nor uncomfortable	13	11.2
Uncomfortable	16	13.8
Very uncomfortable	16	13.8

Note: Table includes responses only from those respondents who indicated that they were Faculty/Instructional Staff in Question 1 (*n* = 116).

Table B43. Staff only: Overall, how comfortable are you with the climate in your division at NJIT? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	70	22.4
Comfortable	134	42.8
Neither comfortable nor uncomfortable	61	19.5
Uncomfortable	43	13.7
Very uncomfortable	5	1.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 323).

Table B44. Staff only: Overall, how comfortable are you with the climate regarding your day-to-day interactions in your work unit? (Question 6)

Comfort	<i>n</i>	%
Very comfortable	102	31.7
Comfortable	138	42.9
Neither comfortable nor uncomfortable	51	15.8
Uncomfortable	26	8.1
Very uncomfortable	5	1.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 323).

Table B45. Students/Faculty/Instructional Staff only: Overall, how comfortable are you with the classroom climate at NJIT? (Question 7)

Comfort	<i>n</i>	%
Very comfortable	261	17.0
Comfortable	789	51.5
Neither comfortable nor uncomfortable	362	23.6
Uncomfortable	97	6.3
Very uncomfortable	24	1.6

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty/Instructional Staff in Question 1 (*n* = 1,537).

Table B46. Have you ever seriously considered leaving NJIT? (Question 8)

Considered leaving	<i>n</i>	%
No	1,249	67.2
Yes	610	32.8

Table B47. Students only: When did you seriously consider leaving NJIT? (Mark all that apply.) (Question 9)

Year	<i>n</i>	%
During my first year as a student	266	73.3
During my second year as a student	134	36.9
During my third year as a student	70	19.3
During my fourth year as a student	26	7.2
During my fifth year as a student	8	2.2
After my fifth year as a student	4	1.1

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 363). Percentages may not sum to 100 as a result of multiple response choices.

Table B48. Students only: Why did you seriously consider leaving NJIT? (Mark all that apply.) (Question 10)

Reasons	<i>n</i>	%
Did not like the way classes are taught	164	45.2
Academic reasons	148	40.8
Lack of social life at NJIT	147	40.5
Lack of a sense of belonging	130	35.8
Personal reasons (e.g., medical, mental health, family emergencies)	106	29.2
Financial reasons	96	26.4
Course availability/scheduling	80	22.0
Lack of support group	70	19.3
Lack of support services	65	17.9
Commute	64	17.6
Did not like major	59	16.3
Climate not welcoming	58	16.0
Institutional response to the global pandemic	56	15.4
Inadequate living/residence accommodations	37	10.2
Did not meet the academic criteria for desired major	29	8.0
Decided on a major not available at NJIT	25	6.9
Homesick	17	4.7
My marital/relationship status	6	1.7
A reason not listed above	65	17.9

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 363). Percentages may not sum to 100 as a result of multiple response choices.

Table B49. Faculty/Instructional Staff/Staff only: Why did you seriously consider leaving NJIT? (Mark all that apply.) (Question 11)

Reasons	<i>n</i>	%
Limited advancement opportunities	112	45.3
Underpaid	91	36.8
Increased workload	85	34.4
Interested in, recruited by, or offered a position at another institution/organization	75	30.4
Noncompetitive salary/pay rate	75	30.4
Tension with supervisor/manager	70	28.3
Lack of professional development opportunities	69	27.9
Climate not welcoming	62	25.1
Lack of sense of belonging	62	25.1
Lack of institutional resources	60	24.3

Table B49. Faculty/Instructional Staff/Staff only: Why did you seriously consider leaving NJIT? (Mark all that apply.) (Question 11)

Reasons	<i>n</i>	%
Commute	50	20.2
Cost of living	50	20.2
Tension with coworkers	41	16.6
Institutional support (e.g., technical support, laboratory space/equipment)	39	15.8
Institutional response to the global pandemic	35	14.2
Personal reasons (e.g., medical, mental health, family emergencies)	26	10.5
Family responsibilities	19	7.7
Lack of benefits	18	7.3
Local community climate not welcoming	14	5.7
Local community did not meet my (my family) needs	10	4.0
Concern about getting tenure	7	2.8
Spouse or partner unable to find employment	4	1.6
A reason not listed above	64	25.9

Note: Table includes responses only from Faculty/Instructional Staff and Staff who indicated that they considered leaving in Question 8 (*n* = 247). Percentages may not sum to 100 as a result of multiple response choices.

Table B50. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at NJIT. (Question 13)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	249	17.5	683	48.1	260	18.3	197	13.9	30	2.1
I am satisfied with my academic experience at NJIT.	180	12.7	657	46.4	374	26.4	166	11.7	40	2.8
I am satisfied with the extent of my intellectual development since enrolling at NJIT.	236	16.6	678	47.8	352	24.8	126	8.9	26	1.8
I have performed academically as well as I anticipated I would.	207	14.6	528	37.4	362	25.6	248	17.6	68	4.8
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	266	18.8	673	47.6	304	21.5	124	8.8	46	3.3
My interest in ideas and intellectual matters has increased since coming to NJIT.	277	19.7	666	47.3	305	21.7	123	8.7	36	2.6
I intend to graduate from NJIT.	826	58.6	438	31.1	112	7.9	20	1.4	13	0.9
Thinking ahead, it is likely that I will leave NJIT before I graduate.	55	3.9	84	5.9	214	15.1	435	30.7	628	44.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421).

Table B51. In the past two years, have you personally experienced (in person or online) any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct that has interfered with your ability to learn, live, or work at NJIT? (Question 14)

Personally experienced conduct	<i>n</i>	%
No	1,598	86.1
Yes	258	13.9

Table B52. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 15)

Basis	<i>n</i>	%
Position (e.g., staff, faculty, student)	61	23.6
Gender/gender identity	60	23.3
Racial identity	54	20.9
Ethnicity	42	16.3
Age	37	14.3
Religious/spiritual views	28	10.9
Academic performance	25	9.7
Length of service at NJIT	25	9.7
Philosophical views	24	9.3
Mental health/psychological disability/condition	22	8.5
Educational credentials (e.g., BS, MS, PhD, MD)	21	8.1
Major field of study	21	8.1
Sexual identity	21	8.1
Political views	20	7.8
Socioeconomic status	18	7.0
Gender expression	17	6.6
Immigrant/citizen status/international status	17	6.6
Physical characteristics/sizeism	17	6.6
National origin	15	5.8
Disability status	11	4.3
English language proficiency/accent	10	3.9
Parental status (i.e., having children)	10	3.9
Participation in an organization/team	10	3.9
Pregnancy	7	2.7
Perception of high school reputation	5	1.9
Marital status (e.g., single, married, partnered)	4	1.6
Military/veteran status	2	0.8

Table B52. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 15)

Basis	<i>n</i>	%
Do not know	26	10.1
A reason not listed above	46	17.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 14 (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices.

Table B53. Within the past two years, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 16)

Instances	<i>n</i>	%
1 instance	64	25.3
2 instances	57	22.5
3 instances	38	15.0
4 instances	17	6.7
5 or more instances	77	30.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 14 (*n* = 258).

Table B54. How would you describe what happened? (Mark all that apply.) (Question 17)

Form	<i>n</i>	%
I was ignored or excluded.	114	44.2
I was silenced/I felt silenced.	90	34.9
I was isolated or left out.	89	34.5
I experienced a microaggression (e.g., underhanded praise, surprise at competency level)	77	29.8
I was intimidated/bullied.	62	24.0
I experienced a hostile work environment.	59	22.9
I was the target of derogatory verbal remarks.	47	18.2
I felt others staring at me.	39	15.1
I received a low or unfair performance evaluation.	37	14.3
I was the target of workplace incivility.	35	13.6
I experienced a hostile classroom environment.	33	12.8
The conduct made me fear I would get a poor grade.	32	12.4
I was the target of racial/ethnic profiling.	27	10.5
I received derogatory phone calls/text messages/email.	21	8.1
I received derogatory written comments.	20	7.8
I was not fairly evaluated in the promotion and tenure process.	20	7.8
Someone assumed I was admitted/hired/promoted due to my identity group.	19	7.4

Table B54. How would you describe what happened? (Mark all that apply.) (Question 17)

Form	<i>n</i>	%
I was singled out as the spokesperson for my identity group.	14	5.4
I was the target of unwanted sexual contact.	12	4.7
I was the target of retaliation for reporting organizational wrongdoing (being a whistleblower).	11	4.3
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).	10	3.9
I received threats of physical violence.	4	1.6
I was the target of physical violence.	3	1.2
An experience not listed above	33	12.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 14 (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. Where did the conduct occur? (Mark all that apply.) (Question 18)

Location	<i>n</i>	%
In a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom)	65	25.2
In a class/laboratory	62	24.0
In a meeting with a group of people	62	24.0
While working at an NJIT job	51	19.8
On phone calls/text messages/email	46	17.8
In an NJIT administrative office	45	17.4
In other public spaces at NJIT	43	16.7
In a meeting with one other person	39	15.1
While walking on campus	35	13.6
At an NJIT event/program	21	8.1
Off campus	19	7.4
On social media sites (e.g., Facebook, Twitter, Snapchat, Discord, GroupMe, Reddit)	17	6.6
In campus housing	15	5.8
<i>Residence halls (i.e., Cypress, Oak, Laurel, Redwood)</i>	12	80.0
<i>Honors Hall</i>	3	20.0
<i>In an on-campus fraternity house (Greek Village)</i>	1	6.7
<i>In an on-campus sorority house (Greek Village)</i>	1	6.7
In an NJIT dining facility	12	4.7
In a faculty office	9	3.5
In off-campus housing	6	2.3
<i>In an off-campus fraternity/sorority house (including privately-owned Greek Village)</i>	3	50.0

Table B55. Where did the conduct occur? (Mark all that apply.) (Question 18)

Location	<i>n</i>	%
<i>In University Center</i>	2	33.3
In athletic facilities	7	2.7
In an NJIT library	5	1.9
A venue not listed above	13	5.0

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 14 (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices.

Table B56. Who/what was the source of the conduct? (Mark all that apply.) (Question 19)

Source	<i>n</i>	%
Student	76	29.5
Faculty member/other instructional staff	67	26.0
Coworker/colleague	52	20.2
Staff member	41	15.9
Supervisor or manager	40	15.5
Senior administrator (e.g., dean, vice president, provost)	33	12.8
Stranger	28	10.9
Friend	22	8.5
Department/program chair	20	7.8
Student staff	10	3.9
Academic advisor	8	3.1
Direct report (i.e., person who reports to me)	7	2.7
Contracted service staff member (e.g., Gourmet Dining, Bookstore, Konica)	6	2.3
Athletic coach/trainer	3	1.2
Campus police	3	1.2
External vendor/contractors (e.g., construction work, delivery services)	2	0.8
Social networking site	2	0.8
Do not know source	7	2.7
A source not listed above	11	4.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 14 (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices.

**Table B57. How did you feel after experiencing the conduct? (Mark all that apply.)
 (Question 20)**

Emotional response	<i>n</i>	%
Angry	151	58.5
Distressed	134	51.9
Sad	117	45.3
Embarrassed	101	39.1
Afraid	62	24.0
Somehow responsible	37	14.3
A feeling not listed above	47	18.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 14 (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices.

Table B58. What was your response to experiencing the conduct? (Mark all that apply.) (Question 21)

Response	<i>n</i>	%
I told a friend.	92	35.7
I did not do anything.	86	33.3
I avoided the person/venue.	76	29.5
I told a family member.	70	27.1
I did not know to whom to go.	65	25.2
I contacted an NJIT resource.	51	19.8
<i>Faculty member</i>	<i>14</i>	<i>28.0</i>
<i>Human Resources</i>	<i>12</i>	<i>24.5</i>
<i>Senior administrator (e.g., dean, vice president, provost)</i>	<i>11</i>	<i>23.4</i>
<i>Union representative</i>	<i>10</i>	<i>20.8</i>
<i>Office of Student Life</i>	<i>9</i>	<i>19.1</i>
<i>Supervisor/Manager</i>	<i>8</i>	<i>17.0</i>
<i>Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)</i>	<i>6</i>	<i>12.8</i>
<i>Academic Advisor</i>	<i>4</i>	<i>8.5</i>
<i>Other Advisor (e.g., Honors, EOP)</i>	<i>4</i>	<i>8.5</i>
<i>C-CAPS</i>	<i>3</i>	<i>6.4</i>
<i>Public Safety</i>	<i>2</i>	<i>4.3</i>
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	<i>2</i>	<i>4.3</i>
<i>Athletics</i>	<i>1</i>	<i>2.1</i>
<i>Employee Assistance Program</i>	<i>1</i>	<i>2.1</i>
<i>Diversity and Inclusion</i>	<i>1</i>	<i>2.1</i>
<i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i>	<i>1</i>	<i>2.1</i>
<i>Murray Center for Women in Technology</i>	<i>0</i>	<i>0.0</i>
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	<i>0</i>	<i>0.0</i>
I confronted the person(s) at the time.	33	12.8
I confronted the person(s) later.	21	8.1
I sought information online.	21	8.1
I sought support from off-campus hotline/advocacy services.	9	3.5
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	2	0.8
A response not listed above	50	19.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 14 (*n* = 258). Percentages may not sum to 100 as a result of multiple response choices.

Table B59. Did you officially report the conduct? (Question 22)

Reported conduct	<i>n</i>	%
No, I did not report it.	224	88.5
Yes, I reported it.	29	11.5
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	15	57.7
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	5	19.2
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	3	11.5
<i>Yes, I reported the conduct and the outcome is still pending.</i>	2	7.7
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	1	3.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 14 (*n* = 258).

Table B60. While a member of the NJIT community, have you experienced unwanted sexual contact/interaction/conduct (including in-person or digital experiences), interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (Mark all that apply.) (Question 25).

Unwanted sexual contact/conduct	<i>n</i>	%
No	1,731	93.1
Yes – unwanted sexual interaction (e.g., e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment)	67	3.6
Yes – stalking (e.g., following me, on social media, texting, phone calls)	52	2.8
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	20	1.1
Yes – relationship violence (e.g., ridiculing, controlling, hitting)	14	0.8

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B61. When did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (Mark all that apply.) (Question 26rv)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	0	0.0
6–12 months ago	0	0.0
13–23 months ago	6	42.9
2–4 years ago	6	42.9
5–10 years ago	1	7.1
11–20 years ago	0	0.0
More than 20 years ago	1	7.1

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 25 (*n* = 14).

Table B62. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 27rv)

Semester	<i>n</i>	%
During my time as an NJIT graduate student	2	14.3
Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)	1	7.1
Undergraduate first year	5	35.7
<i>Fall semester</i>	4	80.0
<i>Winter session</i>	2	40.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	1	20.0
Undergraduate second year	5	35.7
<i>Fall semester</i>	4	80.0
<i>Winter session</i>	2	40.0
<i>Spring semester</i>	2	40.0
<i>Summer session</i>	0	0.0
Undergraduate third year	1	7.1
<i>Fall semester</i>	1	100.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
Undergraduate fourth year	1	7.1
<i>Fall semester</i>	1	100.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
Undergraduate fifth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
After my fifth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 25 (*n* = 14). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Who did this to you? (Mark all that apply.) (Question 28rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	7	50.0
NJIT student	3	21.4
Acquaintance/friend	2	14.3
NJIT faculty member	1	7.1
Family member	0	0.0
NJIT manager/supervisor	0	0.0
NJIT staff member	0	0.0
Stranger	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 25 (*n* = 14). Percentages may not sum to 100 as a result of multiple response choices.

Table B64. Where did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (Mark all that apply.) (Question 29rv)

Location	<i>n</i>	%
On campus	7	50.0
Off campus	6	42.9

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 25 (*n* = 14). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculing, controlling, hitting)? (Question 30rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	10	90.9
Yes	1	9.1
<i>Both alcohol and drugs</i>	1	100.0
<i>Alcohol only</i>	0	0.0
<i>Drugs only</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 25 (*n* = 14).

Table B66. How did you feel after experiencing the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 31rv)

Emotional response	<i>n</i>	%
Distressed	8	57.1
Angry	7	50.0
Embarrassed	7	50.0
Somehow responsible	6	42.9
Afraid	5	35.7
Sad	5	35.7
A feeling not listed above	3	21.4

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 25 (*n* = 14). Percentages may not sum to 100 as a result of multiple response choices.

Table B67. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32rv)

Response	<i>n</i>	%
I told a friend.	6	42.9
I avoided the person/venue.	4	28.6
I confronted the person(s) at the time.	4	28.6
I contacted an NJIT resource.	4	28.6
<i>Office of Student Life</i>	2	50.0
<i>C-CAPS</i>	1	25.0
<i>Public Safety</i>	1	25.0
<i>Athletics</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>Academic Advisor</i>	0	0.0
<i>Other Advisor (e.g., Honors, EOP)</i>	0	0.0
<i>Murray Center for Women in Technology</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)</i>	0	0.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0
<i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0

Table B67. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32rv)

Response	<i>n</i>	%
<i>Supervisor/Manager</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
<i>Union representative</i>	0	0.0
I did not do anything.	4	28.6
I did not know to whom to go.	2	14.3
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	2	14.3
I sought information online.	1	7.1
I sought support from off-campus hotline/advocacy services.	1	7.1
I told a family member.	1	7.1
I confronted the person(s) later.	1	7.1
A response not listed above	3	21.4

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 25 (*n* = 14). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Did you officially report the relationship violence (e.g., ridiculing, controlling, hitting)? (Question 33rv)

Reported conduct	<i>n</i>	%
No, I did not report it.	9	75.0
Yes, I reported it.	3	25.0
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	2	66.7
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	1	33.3
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 25 (*n* = 14).

Table B69. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 26stlk)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	26	50.0
6–12 months ago	11	21.2
13–23 months ago	11	21.2
2–4 years ago	6	11.5
5–10 years ago	1	1.9
11–20 years ago	1	1.9
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 25 (*n* = 52). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 27stlk)

Semester	<i>n</i>	%
During my time as a NJIT graduate student	5	9.6
Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)	2	3.8
Undergraduate first year	23	44.2
<i>Fall semester</i>	16	69.6
<i>Winter session</i>	2	8.7
<i>Spring semester</i>	11	47.8
<i>Summer session</i>	2	8.7
Undergraduate second year	13	25.0
<i>Fall semester</i>	9	69.2
<i>Winter session</i>	1	7.7
<i>Spring semester</i>	6	46.2
<i>Summer session</i>	2	15.4
Undergraduate third year	9	17.3
<i>Fall semester</i>	8	88.9
<i>Winter session</i>	1	11.1
<i>Spring semester</i>	4	44.4
<i>Summer session</i>	1	11.1
Undergraduate fourth year	2	3.8
<i>Fall semester</i>	2	100.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0

Table B70. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 27stlk)

Semester	<i>n</i>	%
<i>Summer session</i>	0	0.0
Undergraduate fifth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
After my fifth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking in Question 25 (*n* = 52). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. Who did this to you? (Mark all that apply.) (Question 28stlk)

Source	<i>n</i>	%
NJIT student	37	71.2
Stranger	14	26.9
Acquaintance/friend	8	15.4
Current or former dating/intimate partner	5	9.6
NJIT staff member	3	5.8
Family member	0	0.0
NJIT faculty member	0	0.0
NJIT manager/supervisor	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 25 (*n* = 52). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 29stlk)

Location	<i>n</i>	%
On campus	37	71.2
Off campus	23	44.2

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 25 (*n* = 52). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 30stlk)

Alcohol and/or drugs involved	<i>n</i>	%
No	48	96.0
Yes	2	4.0
<i>Drugs only</i>	1	100.0
<i>Alcohol only</i>	0	0.0
<i>Both alcohol and drugs</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 25 (*n* = 52).

Table B74. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 31stlk)

Emotional response	<i>n</i>	%
Distressed	28	53.8
Afraid	25	48.1
Angry	16	30.8
Embarrassed	13	25.0
Somehow responsible	11	21.2
Sad	8	15.4
A feeling not listed above	15	28.8

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 25 (*n* = 52). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32stlk)

Response	<i>n</i>	%
I told a friend.	37	71.2
I avoided the person/venue.	29	55.8
I told a family member.	17	32.7
I contacted an NJIT resource.	10	19.2
<i>Office of Student Life</i>	6	60.0
<i>Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)</i>	3	30.0
<i>Public Safety</i>	2	20.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	2	20.0
<i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i>	2	20.0
<i>Supervisor/Manager</i>	2	20.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	2	20.0
<i>Union representative</i>	2	20.0
<i>C-CAPS</i>	1	10.0

Table B75. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32stlk)

Response	<i>n</i>	%
<i>Athletics</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>Academic Advisor</i>	0	0.0
<i>Other Advisor (e.g., Honors, EOP)</i>	0	0.0
<i>Murray Center for Women in Technology</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I did not do anything.	8	15.4
I did not know to whom to go.	7	13.5
I sought information online.	7	13.5
I confronted the person(s) later.	7	13.5
I confronted the person(s) at the time.	6	11.5
I sought support from off-campus hotline/advocacy services.	1	1.9
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	0	0.0
A response not listed above	6	11.5

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 25 (*n* = 52). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 33stlk)

Reported conduct	<i>n</i>	%
No, I did not report it.	45	86.5
Yes, I reported it.	7	13.5
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	3	50.0
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	2	33.3
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	1	16.7
<i>Yes, I reported the conduct and the outcome is still pending.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking in Question 25 (*n* = 52).

Table B77. When did the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) occur? (Mark all that apply.) (Question 26si)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	32	47.8
6–12 months ago	18	26.9
13–23 months ago	12	17.9
2–4 years ago	9	13.4
5–10 years ago	6	9.0
11–20 years ago	2	3.0
More than 20 years ago	3	4.5

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) in Question 25 (*n* = 67). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment)? (Mark all that apply.) (Question 27si)

Semester	<i>n</i>	%
During my time as a NJIT graduate student	1	1.5
Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)	0	0.0
Undergraduate first year	32	47.8
<i>Fall semester</i>	26	81.3
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	16	50.0
<i>Summer session</i>	0	0.0
Undergraduate second year	19	28.4
<i>Fall semester</i>	15	78.9
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	9	47.4
<i>Summer session</i>	1	5.3
Undergraduate third year	12	17.9
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	3	25.0
<i>Summer session</i>	0	0.0
Undergraduate fourth year	7	10.4
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0

Table B78. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment)? (Mark all that apply.) (Question 27si)

Semester	<i>n</i>	%
<i>Spring semester</i>	1	14.3
<i>Summer session</i>	0	0.0
Undergraduate fifth year	1	1.5
<i>Fall semester</i>	1	100.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
After my fifth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) in Question 25 (*n* = 67). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. Who did this to you? (Mark all that apply.) (Question 28si)

Source	<i>n</i>	%
NJIT student	32	47.8
Stranger	30	44.8
Acquaintance/friend	12	17.9
NJIT staff member	9	13.4
NJIT faculty member	5	7.5
NJIT manager/supervisor	3	4.5
Current or former dating/intimate partner	2	3.0
Family member	0	0.0
Other role/relationship not listed above	3	4.5

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) in Question 25 (*n* = 67). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. Where did the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) occur? (Mark all that apply.) (Question 29si)

Location	<i>n</i>	%
On campus	45	67.2
Off campus	27	40.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) in Question 25 (*n* = 67). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment)? (Question 30si)

Alcohol and/or drugs involved	<i>n</i>	%
No	54	81.8
Yes	12	18.2
<i>Alcohol only</i>	6	85.7
<i>Drugs only</i>	1	14.3
<i>Both alcohol and drugs</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) in Question 25 (*n* = 67).

Table B82. How did you feel after experiencing the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment)? (Mark all that apply.) (Question 31si)

Emotional response	<i>n</i>	%
Angry	38	56.7
Distressed	27	40.3
Embarrassed	22	32.8
Afraid	19	28.4
Somehow responsible	16	23.9
Sad	8	11.9
A feeling not listed above	14	20.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) in Question 25 (*n* = 67). Percentages may not sum to 100 as a result of multiple response choices.

Table B83. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32si)

Response	<i>n</i>	%
I told a friend.	34	50.7
I avoided the person/venue.	23	34.3
I did not do anything.	23	34.3
I did not know to whom to go.	11	16.4
I confronted the person(s) at the time.	9	13.4
I told a family member.	7	10.4
I confronted the person(s) later.	6	9.0
I contacted an NJIT resource.	5	7.5
<i>Supervisor/Manager</i>	3	60.0
<i>Human Resources</i>	2	40.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	2	40.0
<i>Employee Assistance Program</i>	1	20.0
		321

Table B83. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32si)

Response	<i>n</i>	%
<i>Faculty member</i>	1	20.0
<i>Other Advisor (e.g., Honors, EOP)</i>	1	20.0
<i>Union representative</i>	1	20.0
<i>Athletics</i>	0	0.0
<i>C-CAPS</i>	0	0.0
<i>Public Safety</i>	0	0.0
<i>Academic Advisor</i>	0	0.0
<i>Murray Center for Women in Technology</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Office of Student Life</i>	0	0.0
<i>Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)</i>	0	0.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0
<i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	2	3.0
I sought information online.	2	3.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above	6	9.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) in Question 25 (*n* = 67). Percentages may not sum to 100 as a result of multiple response choices.

Table B84. Did you officially report the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment)? (Question 33si)

Reported conduct	<i>n</i>	%
No, I did not report it.	60	89.6
Yes, I reported it.	7	10.4
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	2	40.0
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	2	40.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	1	20.0
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, obscene images/videos, sexual harassment) in Question 25 (*n* = 67).

Table B85. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 26sc)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	6	30.0
6–12 months ago	4	20.0
13–23 months ago	2	10.0
2–4 years ago	6	30.0
5–10 years ago	2	10.0
11–20 years ago	0	0.0
More than 20 years ago	1	5.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 27sc)

Semester	<i>n</i>	%
During my time as a NJIT graduate student	1	5.0
Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)	1	5.0
Undergraduate first year	6	30.0
<i>Fall semester</i>	3	50.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	3	50.0
<i>Summer session</i>	0	0.0

Table B86. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 27sc)

Semester	<i>n</i>	%
Undergraduate second year	4	20.0
<i>Fall semester</i>	4	100.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	1	25.0
<i>Summer session</i>	0	0.0
Undergraduate third year	3	15.0
<i>Fall semester</i>	3	100.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	1	33.3
<i>Summer session</i>	0	0.0
Undergraduate fourth year	1	5.0
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	1	100.0
<i>Summer session</i>	0	0.0
Undergraduate fifth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Winter session</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer session</i>	0	0.0
<u>After my fifth year as an undergraduate</u>	<u>0</u>	<u>0.0</u>

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 ($n = 20$). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. Who did this to you? (Mark all that apply.) (Question 28sc)

Source	<i>n</i>	%
Acquaintance/friend	8	40.0
NJIT student	7	35.0
Stranger	3	15.0
NJIT faculty member	2	10.0
NJIT staff member	2	10.0
Family member	1	5.0
NJIT manager/supervisor	1	5.0
Current or former dating/intimate partner	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

Table B88. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 29sc)

Location	<i>n</i>	%
On campus	10	50.0
Off campus	9	45.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

Table B89. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced? (Question 30sc)

Alcohol and/or drugs involved	<i>n</i>	%
No	15	78.9
Yes	4	21.1
<i>Alcohol only</i>	1	50.0
<i>Drugs only</i>	1	50.0
<i>Both alcohol and drugs</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 20).

Table B90. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 31sc)

Emotional response	<i>n</i>	%
Angry	10	50.0
Somehow responsible	10	50.0
Distressed	8	40.0
Sad	8	40.0
Afraid	7	35.0
Embarrassed	7	35.0
A feeling not listed above	4	20.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

Table B91. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32sc)

Response	<i>n</i>	%
I told a friend.	14	70.0
I avoided the person/venue.	7	35.0
I did not do anything.	5	25.0
I told a family member.	4	20.0
I sought information online.	2	10.0
I sought support from off-campus hotline/advocacy services.	2	10.0
I confronted the person(s) at the time.	2	10.0
I confronted the person(s) later.	2	10.0
I contacted an NJIT resource.	2	10.0
<i>C-CAPS</i>	1	50.0
<i>Faculty member</i>	1	50.0
<i>Human Resources</i>	1	50.0
<i>Supervisor/Manager</i>	1	50.0
<i>Union representative</i>	1	50.0
<i>Athletics</i>	0	0.0
<i>Public Safety</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Academic Advisor</i>	0	0.0
<i>Other Advisor (e.g., Honors, EOP)</i>	0	0.0
<i>Murray Center for Women in Technology</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Office of Student Life</i>	0	0.0

Table B91. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32sc)

Response	<i>n</i>	%
<i>Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)</i>	0	0.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0
<i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	1	5.0
I did not know to whom to go.	0	0.0
A response not listed above	2	10.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 20). Percentages may not sum to 100 as a result of multiple response choices.

Table B92. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 33sc)

Reported conduct	<i>n</i>	%
No, I did not report it.	14	73.7
Yes, I reported it.	5	26.3
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	2	50.0
<i>Yes, I reported the conduct and the outcome is still pending.</i>	1	25.0
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	1	25.0
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 20).

Table B93. Please indicate the extent to which you agree or disagree with each of the following statements. (Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Consent.	1,508	81.3	310	16.7	28	1.5	6	0.3	3	0.2
I am generally aware of the role of NJIT Title IX Coordinator regarding reporting incidents of unwanted sexual contact/conduct.	1,083	58.5	609	32.9	101	5.5	50	2.7	8	0.4
I know how and where to report incidents of unwanted sexual contact/conduct.	783	42.3	623	33.6	224	12.1	186	10.0	36	1.9
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	920	49.9	652	35.3	161	8.7	99	5.4	13	0.7
I am generally aware of the campus resources listed here: njit.edu/students or njit.edu/facultystaff	836	45.4	715	38.8	183	9.9	89	4.8	18	1.0
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	1,180	63.9	543	29.4	104	5.6	16	0.9	3	0.2
I understand that NJIT standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	960	52.2	627	34.1	182	9.9	63	3.4	8	0.4
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in NJIT Annual Security Report (i.e., Clery Annual Security Report).	868	47.2	604	32.8	182	9.9	154	8.4	31	1.7
I know that NJIT sends a Public Safety Alert to the campus community when incidents of unwanted sexual contact/conduct occur.	828	45.0	561	30.5	207	11.3	199	10.8	45	2.4

Table B94. Tenured and Tenure-Track Faculty only: As a faculty member at NJIT, I feel... (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	8	10.8	37	50.0	12	16.2	11	14.9	6	8.1
The tenure standards/promotion standards are applied equally to faculty in my school/division.	12	16.2	18	24.3	17	23.0	19	25.7	8	10.8
The tenure standards/promotion standards are applied equally to faculty across the university.	4	5.4	11	14.9	27	36.5	18	24.3	14	18.9
Supported and mentored during the tenure-track years.	11	15.1	22	30.1	18	24.7	15	20.5	7	9.6
NJIT faculty who qualify for delaying their tenure-clock feel empowered to do so.	14	19.2	18	24.7	28	38.4	10	13.7	3	4.1
NJIT values research.	32	43.2	23	31.1	11	14.9	7	9.5	1	1.4
NJIT values teaching.	15	20.5	22	30.1	17	23.3	12	16.4	7	9.6
NJIT values service contributions.	8	11.0	21	28.8	16	21.9	17	23.3	11	15.1
Pressured to change my research, scholarship, or creative output to achieve tenure/promotion.	8	11.3	12	16.9	21	29.6	18	25.4	12	16.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	12	16.4	14	19.2	20	27.4	22	30.1	5	6.8
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	16	21.9	18	24.7	26	35.6	11	15.1	2	2.7
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	3	4.2	7	9.9	37	52.1	15	21.1	9	12.7
Shared governance committees value faculty opinions.	7	9.6	23	31.5	23	31.5	12	16.4	8	11.0
The Faculty Senate is an effective advocate for faculty concerns.	4	5.4	24	32.4	22	29.7	14	18.9	10	13.5
Senior administrators (e.g., dean, vice president, provost) take faculty opinions seriously.	7	9.6	17	23.3	20	27.4	17	23.3	12	16.4

Table B94. Tenured and Tenure-Track Faculty only: As a faculty member at NJIT, I feel... (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The senior administration abides by shared governance, soliciting input from relevant constituent groups before making decisions.	4	5.5	11	15.1	26	35.6	16	21.9	16	21.9
Salaries for tenure-track faculty positions are competitive.	10	13.7	35	47.9	14	19.2	9	12.3	5	6.8

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 74).

Table B95. Instructional Staff only: As an employee with a non-tenure-track appointment at NJIT, I feel... (Question 38)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	5	11.9	14	33.3	12	28.6	8	19.0	3	7.1
The criteria used for contract renewal are applied equally to instructional staff of my rank.	6	14.6	13	31.7	13	31.7	7	17.1	2	4.9
The criteria used for promotion are clear.	2	4.8	8	19.0	14	33.3	12	28.6	6	14.3
The criteria used for promotion are applied equally to instructional staff of my rank.	4	9.8	7	17.1	17	41.5	10	24.4	3	7.3
Supported and mentored.	5	12.2	9	22.0	15	36.6	7	17.1	5	12.2
My supervisor clearly communicates my job duties/responsibilities.	11	26.2	15	35.7	10	23.8	4	9.5	2	4.8
I understand my job duties/responsibilities.	20	47.6	17	40.5	5	11.9	0	0.0	0	0.0
NJIT values research.	18	43.9	14	34.1	7	17.1	2	4.9	0	0.0
NJIT values teaching.	5	12.5	15	37.5	10	25.0	6	15.0	4	10.0
NJIT values service contributions.	7	17.1	11	26.8	17	41.5	2	4.9	4	9.8
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	4	9.5	10	23.8	14	33.3	10	23.8	4	9.5

Table B95. Instructional Staff only: As an employee with a non-tenure-track appointment at NJIT, I feel... (Question 38)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	5	11.9	14	33.3	17	40.5	4	9.5	2	4.8
Pressured to do extra work that is uncompensated.	5	12.2	10	24.4	15	36.6	8	19.5	3	7.3
Senior administrators (e.g., dean, vice president, provost) take instructional staff opinions seriously.	2	4.8	9	21.4	19	45.2	8	19.0	4	9.5
Shared governance committees value instructional staff opinions.	2	4.8	7	16.7	14	33.3	15	35.7	4	9.5
Instructional staff interests and concerns are adequately addressed by the Faculty Senate.	1	2.5	5	12.5	16	40.0	11	27.5	7	17.5
Salaries for instructional staff positions at my rank are competitive.	2	4.9	6	14.6	8	19.5	18	43.9	7	17.1

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 42).

Table B96. All Faculty/Instructional Staff: As an NJIT faculty member or instructional staff member, I feel... (Question 40)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Health insurance benefits are competitive.	33	29.2	46	40.7	27	23.9	4	3.5	3	2.7
Child care benefits are competitive.	7	6.4	9	8.3	66	60.6	11	10.1	16	14.7
Retirement/supplemental benefits are competitive.	17	15.3	43	38.7	36	32.4	10	9.0	5	4.5
NJIT provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	6	5.4	12	10.8	49	44.1	23	20.7	21	18.9
My colleagues include me in opportunities that will help my career as much as they do others in my position.	15	13.4	30	26.8	39	34.8	18	16.1	10	8.9
The performance evaluation process is clear.	8	7.1	35	31.0	30	26.5	25	22.1	15	13.3

Table B96. All Faculty/Instructional Staff: As an NJIT faculty member or instructional staff member, I feel... (Question 40)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT provides me with resources for research, scholarship, and creative output for professional development (e.g., conferences, materials, research, travel).	10	8.9	24	21.4	29	25.9	26	23.2	23	20.5
NJIT provides me with resources for teaching professional development (e.g., conferences, materials, course design, travel).	10	8.8	29	25.7	31	27.4	21	18.6	22	19.5
Positive about my career opportunities at NJIT.	12	10.5	41	36.0	28	24.6	22	19.3	11	9.6
I would recommend NJIT as a good place to work.	14	12.4	45	39.8	28	24.8	13	11.5	13	11.5
I have job security.	32	28.6	37	33.0	27	24.1	11	9.8	5	4.5
I would like more opportunities to participate in substantive committee assignments.	6	5.4	17	15.2	47	42.0	32	28.6	10	8.9
I have opportunities to participate in substantive committee assignments.	14	12.4	43	38.1	36	31.9	15	13.3	5	4.4

Note: Table includes responses only from those respondents who indicated that they were Faculty/Instructional Staff in Question 1 (*n* = 116).

Table B97. Staff only: As a staff member at NJIT, I feel... (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	92	28.6	104	32.3	69	21.4	28	8.7	29	9.0
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	82	25.5	141	43.9	62	19.3	22	6.9	14	4.4
I am included in opportunities that will help my career as much as others in similar positions.	62	19.5	104	32.7	70	22.0	51	16.0	31	9.7
The performance evaluation process is clear.	58	18.1	142	44.4	69	21.6	34	10.6	17	5.3
The performance evaluation process is productive.	41	13.1	92	29.3	99	31.5	53	16.9	29	9.2

Table B97. Staff only: As a staff member at NJIT, I feel... (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	107	33.9	110	34.8	49	15.5	28	8.9	22	7.0
I am able to complete my assigned duties during scheduled hours.	59	18.7	118	37.3	53	16.8	56	17.7	30	9.5
My workload has increased without additional compensation owing to other staff departures or long-term staff member absence (e.g., unfilled vacancies).	90	28.3	76	23.9	85	26.7	45	14.2	22	6.9
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	27	8.4	81	25.2	94	29.2	83	25.8	37	11.5
I am given a reasonable time frame to complete assigned responsibilities.	68	21.4	157	49.4	61	19.2	23	7.2	9	2.8
I am asked to perform work outside of my current job description.	39	12.3	83	26.1	85	26.7	74	23.3	37	11.6
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	21	6.6	66	20.8	108	34.0	85	26.7	38	11.9
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	52	16.3	73	22.8	110	34.4	57	17.8	28	8.8
An informal hierarchy exists within staff positions that allows some voices to be valued more than others.	60	18.7	88	27.4	103	32.1	47	14.6	23	7.2
NJIT provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	22	6.8	75	23.3	129	40.1	57	17.7	39	12.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 323).

Table B98. Staff only: As a NJIT staff member, I feel... (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
NJIT provides me with resources to pursue training/professional development opportunities.	56	17.6	118	37.1	78	24.5	50	15.7	16	5.0
My supervisor provides me with resources to pursue training/professional development opportunities.	66	20.9	102	32.3	76	24.1	58	18.4	14	4.4
NJIT is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	52	16.6	129	41.2	102	32.6	23	7.3	7	2.2
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	78	24.8	114	36.2	93	29.5	24	7.6	6	1.9
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	10	3.2	31	9.9	160	51.1	77	24.6	35	11.2
NJIT policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across NJIT.	39	12.3	115	36.4	121	38.3	31	9.8	10	3.2
NJIT is supportive of flexible work schedules.	29	9.2	76	24.2	71	22.6	62	19.7	76	24.2
My supervisor is supportive of flexible work schedules.	69	22.0	105	33.4	59	18.8	46	14.6	35	11.1
Staff salaries are competitive.	30	9.6	71	22.8	102	32.7	68	21.8	41	13.1
Vacation and personal time benefits are competitive.	62	19.8	159	50.8	67	21.4	18	5.8	7	2.2
Health insurance benefits are competitive.	65	20.6	145	46.0	78	24.8	20	6.3	7	2.2
Child care benefits are competitive.	18	5.7	36	11.4	201	63.4	30	9.5	32	10.1
Retirement/supplemental benefits are competitive.	43	13.5	122	38.2	131	41.1	18	5.6	5	1.6
NJIT committees value staff opinions.	21	6.7	105	33.4	122	38.9	45	14.3	21	6.7
NJIT faculty value staff opinions.	19	6.1	60	19.2	132	42.2	56	17.9	46	14.7
NJIT senior administrators value staff opinions.	25	8.0	84	27.0	103	33.1	57	18.3	42	13.5
Clear expectations of my responsibilities are communicated to me.	57	17.9	168	52.8	54	17.0	28	8.8	11	3.5
Opportunities to advance at NJIT are available to me.	24	7.6	77	24.4	105	33.3	63	20.0	46	14.6

Table B98. Staff only: As a NJIT staff member, I feel... (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Positive about my career opportunities at NJIT.	29	9.2	98	31.1	97	30.8	57	18.1	34	10.8
I would recommend NJIT as a good place to work.	56	17.7	134	42.3	86	27.1	28	8.8	13	4.1
I have job security.	50	15.8	127	40.2	91	28.8	34	10.8	14	4.4

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 323).

Table B99. Graduate Students only: As a NJIT graduate student, I feel... (Question 46)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	57	32.0	78	43.8	25	14.0	13	7.3	5	2.8
I have adequate access to my advisor.	63	35.4	81	45.5	23	12.9	6	3.4	5	2.8
My advisor provides clear expectations.	61	34.9	67	38.3	30	17.1	13	7.4	4	2.3
My advisor responds to my emails, calls, or voicemails in a prompt manner.	75	42.1	79	44.4	16	9.0	4	2.2	4	2.2
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	63	35.6	81	45.8	24	13.6	7	4.0	2	1.1
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	62	35.2	83	47.2	23	13.1	5	2.8	3	1.7
The Office of Graduate Studies responds to my emails, calls, or voicemails in a prompt manner.	58	32.8	72	40.7	42	23.7	3	1.7	2	1.1
The Office of Graduate Studies clearly communicates policies and procedures for graduate students.	55	31.1	85	48.0	28	15.8	7	4.0	2	1.1
The Office of Graduate Studies clearly communicates opportunities for internal and external funding.	48	27.1	71	40.1	32	18.1	18	10.2	8	4.5
Adequate opportunities exist for me to interact with other university faculty outside of my department.	46	26.1	59	33.5	42	23.9	20	11.4	9	5.1
I receive support from my advisor to pursue personal research interests.	49	27.7	73	41.2	37	20.9	12	6.8	6	3.4
My department faculty members encourage me to produce publications and present research.	51	29.0	69	39.2	40	22.7	10	5.7	6	3.4
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	45	25.4	62	35.0	42	23.7	19	10.7	9	5.1
I am comfortable sharing my professional goals with my advisor.	66	37.5	78	44.3	20	11.4	7	4.0	5	2.8

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 178).

Table B100. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at NJIT? (Question 86)

Observed conduct	<i>n</i>	%
No	1,639	88.5
Yes	212	11.5

Table B101. Who/what was the target of the conduct? (Mark all that apply.) (Question 87)

Target	<i>n</i>	%
Student	108	50.7
Friend	41	19.2
Staff member	36	16.9
Coworker/colleague	35	16.4
Faculty member/other instructional staff	28	13.1
Stranger	14	6.6
Student staff	12	5.6
Direct report (i.e., person who reports to me)	7	3.3
Supervisor or manager	7	3.3
Social networking site	5	2.3
Academic advisor	2	0.9
Contracted service staff member (e.g., Gourmet Dining, Bookstore, Konica)	2	0.9
Department/program chair	2	0.9
Campus police	1	0.5
External vendor/contractors (e.g., construction work, delivery services)	1	0.5
Senior administrator (e.g., dean, vice president, provost)	1	0.5
Athletic coach/trainer	0	0.0
Do not know target	11	5.2
A target not listed above	8	3.8

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212). Percentages may not sum to 100 as a result of multiple response choices.

Table B102. Who/what was the source of the conduct? (Mark all that apply.) (Question 88)

Source	<i>n</i>	%
Student	84	39.4
Faculty member/other instructional staff	34	16.0
Staff member	28	13.1
Stranger	28	13.1
Supervisor or manager	28	13.1
Senior administrator (e.g., dean, vice president, provost)	24	11.3
Coworker/colleague	16	7.5
Department/program chair	15	7.0
Friend	7	3.3
Academic advisor	5	2.3
Student staff	5	2.3
Contracted service staff member (e.g., Gourmet Dining, Bookstore, Konica)	4	1.9
Social networking site	4	1.9
External vendor/contractors (e.g., construction work, delivery services)	3	1.4
Campus police	2	0.9
Direct report (i.e., person who reports to me)	2	0.9
Athletic coach/trainer	0	0.0
Do not know source	21	9.9
A source not listed above	8	3.8

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212). Percentages may not sum to 100 as a result of multiple response choices.

Table B103. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 89)

Instances	<i>n</i>	%
1 instance	65	31.7
2 instances	43	21.0
3 instances	32	15.6
4 instances	11	5.4
5 or more instances	54	26.3

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212).

Table B104. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 90)

Characteristic	<i>n</i>	%
Racial identity	53	24.9
Gender/gender identity	51	23.9
Ethnicity	34	16.0
Position (e.g., staff, faculty, student)	28	13.1
Sexual identity	28	13.1
Religious/spiritual views	25	11.7
Gender expression	21	9.9
Immigrant/citizen status/international status	21	9.9
Political views	20	9.4
National origin	19	8.9
Academic performance	18	8.5
Age	17	8.0
Physical characteristics/sizeism	17	8.0
English language proficiency/accent	16	7.5
Disability status	14	6.6
Length of service at NJIT	13	6.1
Socioeconomic status	13	6.1
Mental health/psychological disability/condition	12	5.6
Educational credentials (e.g., BS, MS, PhD, MD)	10	4.7
Philosophical views	9	4.2
Participation in an organization/team	6	2.8
Perception of high school reputation	6	2.8
Major field of study	5	2.3
Parental status (i.e., having children)	5	2.3
Pregnancy	4	1.9
Marital status (e.g., single, married, partnered)	3	1.4
Military/veteran status	0	0.0
Do not know	30	14.1
A reason not listed above	24	11.3

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212). Percentages may not sum to 100 as a result of multiple response choices.

Table B105. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 91)

Form of observed conduct	<i>n</i>	%
Person experienced a microaggression (e.g., underhanded praise, surprise at competency level)	61	28.6
Derogatory verbal remarks	60	28.2
Person intimidated/bullied	59	27.7
Person isolated or left out	59	27.7
Person ignored or excluded	58	27.2
Person experienced a hostile work environment	42	19.7
Person was silenced	41	19.2
Racial/ethnic profiling	27	12.7
Person received a low or unfair performance evaluation	26	12.2
Person experienced a hostile classroom environment	25	11.7
Person was stared at	25	11.7
Person was the target of workplace incivility	24	11.3
Derogatory written comments	19	8.9
Assumption that someone was admitted/hired/promoted based on his/her identity	15	7.0
Derogatory phone calls/text messages/email	15	7.0
Person was singled out as the spokesperson for their identity group	15	7.0
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	12	5.6
Person received a poor grade	11	5.2
Person was unfairly evaluated in the promotion and tenure process	10	4.7
Person was the target of unwanted sexual contact	7	3.3
Person was a target of retaliation for reporting organizational wrongdoing (being a whistleblower)	6	2.8
Threats of physical violence	5	2.3
Person was the target of physical violence	1	0.5
Observation not listed above	18	8.5

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. Where did this conduct occur? (Mark all that apply.) (Question 92)

Location	<i>n</i>	%
In other public spaces at NJIT	46	21.6
In a meeting with a group of people	43	20.2
While walking on campus	36	16.9
In a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom)	36	16.9
In an NJIT administrative office	33	15.5
In a class/laboratory	32	15.0
On phone calls/text messages/email	28	13.1
While working at an NJIT job	28	13.1
At an NJIT event/program	19	8.9
On social media sites (e.g., Facebook, Twitter, Snapchat, Discord, GroupMe, Reddit)	18	8.5
In an NJIT dining facility	13	6.1
In a meeting with one other person	12	5.6
In campus housing	12	5.6
<i>Residence halls (i.e., Cypress, Oak, Laurel, Redwood)</i>	<i>11</i>	<i>91.7</i>
<i>Honors Hall</i>	<i>3</i>	<i>25.0</i>
<i>In an on-campus fraternity house (Greek Village)</i>	<i>2</i>	<i>16.7</i>
<i>In an on-campus sorority house (Greek Village)</i>	<i>1</i>	<i>8.3</i>
Off campus	12	5.6
In a faculty office	4	1.9
In athletic facilities	4	1.9
In off-campus housing	3	1.4
<i>In University Center</i>	<i>2</i>	<i>66.7</i>
<i>In an off-campus fraternity/sorority house (including privately-owned Greek Village)</i>	<i>1</i>	<i>33.3</i>
In an NJIT library	1	0.5
A location not listed above	8	3.8

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212). Percentages may not sum to 100 as a result of multiple response choices.

Table B107. How did you feel after observing the conduct? (Mark all that apply.) (Question 93)

Emotional response	<i>n</i>	%
Angry	128	60.1
Distressed	91	42.7
Sad	87	40.8
Embarrassed	43	20.2
Afraid	25	11.7
Somehow responsible	14	6.6
A feeling not listed above	22	10.3

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212). Percentages may not sum to 100 as a result of multiple response choices.

Table B108. What was your response to observing this conduct? (Mark all that apply.) (Question 94)

Response	<i>n</i>	%
I did not do anything.	78	36.6
I did not know to whom to go.	42	19.7
I told a family member.	37	17.4
I contacted an NJIT resource.	37	17.4
<i>Faculty member</i>	11	30.6
<i>Human Resources</i>	11	30.6
<i>Office of Student Life</i>	10	27.8
<i>Senior administrator (e.g., dean, vice president, provost)</i>	10	27.8
<i>Supervisor/Manager</i>	7	19.4
<i>Union representative</i>	5	13.9
<i>Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)</i>	4	11.1
<i>C-CAPS</i>	3	8.3
<i>Public Safety</i>	3	8.3
<i>Academic Advisor</i>	3	8.3
<i>Diversity and Inclusion</i>	2	5.6
<i>Employee Assistance Program</i>	1	2.8
<i>Other Advisor (e.g., Honors, EOP)</i>	1	2.8
<i>Murray Center for Women in Technology</i>	1	2.8
<i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i>	1	2.8
<i>Athletics</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
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Table B108. What was your response to observing this conduct? (Mark all that apply.) (Question 94)

Response	<i>n</i>	%
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
I avoided the person/venue.	34	16.0
I confronted the person(s) at the time.	30	14.1
I confronted the person(s) later.	20	9.4
I sought information online.	16	7.5
I sought support from off-campus hotline/advocacy services.	8	3.8
I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.	2	0.9
I told a friend.	1	0.5
A response not listed above	35	16.4

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212). Percentages may not sum to 100 as a result of multiple response choices.

Table B109. Did you officially report the conduct? (Question 95)

Reported conduct	<i>n</i>	%
No, I did not report it.	177	88.5
Yes, I reported it.	23	11.5
<i>Yes, I reported the conduct, but felt that it was not addressed appropriately.</i>	5	35.7
<i>Yes, I reported the conduct and the outcome is still pending.</i>	3	21.4
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	2	14.3
<i>Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	2	14.3
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	2	14.3

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 212).

Table B110. Faculty/Instructional Staff/Staff only: In the past five years, have you observed hiring practices at NJIT (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 97)

Observed	<i>n</i>	%
No	309	71.7
Yes	122	28.3

Note: Table includes responses only from those respondents who indicated that they were Faculty/Instructional Staff or Staff in Question 1 (*n* = 439).

Table B111. Faculty/Instructional Staff/Staff only: I believe that the unjust hiring practices were based upon... (Mark all that apply.) (Question 98)

Characteristic	<i>n</i>	%
Gender/gender identity	33	27.0
Nepotism/cronyism	32	26.2
Preference for an internal candidate	32	26.2
Racial identity	27	22.1
Internal candidates not given equal consideration	26	21.3
Ethnicity	18	14.8
Age	14	11.5
Educational credentials (e.g., BS, MS, PhD, MD)	14	11.5
Position (e.g., staff, faculty, student)	14	11.5
Length of service at NJIT	11	9.0
National origin	6	4.9
English language proficiency/accent	5	4.1
Gender expression	5	4.1
Marital status (e.g., single, married, partnered)	4	3.3
Parental status (i.e., having children)	4	3.3
Physical characteristics/sizeism	4	3.3
Philosophical views	3	2.5
Immigrant/citizen status/international status	2	1.6
Major field of study	2	1.6
Pregnancy	2	1.6
Sexual identity	2	1.6
Socioeconomic status	2	1.6
Disability status	1	0.8
Mental health/psychological disability/condition	1	0.8
Military/veteran status	1	0.8
Participation in an organization/team	1	0.8
Political views	1	0.8
Religious/spiritual views	1	0.8
Do not know	11	9.0
A reason not listed above	17	13.9

Note: Table includes responses only from those Faculty/Instructional Staff or Staff respondents who indicated that they observed unjust hiring practices in Question 97 (*n* = 122). Percentages may not sum to 100 as a result of multiple response choices.

Table B112. Faculty/Instructional Staff/Staff only: In the past five years, have you observed promotion, tenure, reappointment, and/or reclassification practices at NJIT that you perceive to be unjust? (Question 99)

Observed	<i>n</i>	%
No	304	71.4
Yes	122	28.6

Note: Table includes responses only from those respondents who indicated that they were Faculty/Instructional Staff or Staff in Question 1 (*n* = 439).

Table B113. Faculty/Instructional Staff/Staff only: I believe the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon... (Mark all that apply.) (Question 100)

Characteristic	<i>n</i>	%
Gender/gender identity	31	25.4
Nepotism/cronyism	25	20.5
Position (e.g., staff, faculty, student)	24	19.7
Length of service at NJIT	16	13.1
Racial identity	14	11.5
Age	13	10.7
Educational credentials (e.g., BS, MS, PhD, MD)	12	9.8
Ethnicity	11	9.0
Parental status (i.e., having children)	9	7.4
Sexual identity	5	4.1
Marital status (e.g., single, married, partnered)	4	3.3
National origin	4	3.3
Physical characteristics/sizeism	4	3.3
Disability status	3	2.5
Pregnancy	3	2.5
Gender expression	2	1.6
Immigrant/citizen status/international status	2	1.6
Major field of study	2	1.6
Mental health/psychological disability/condition	2	1.6
Participation in an organization/team	2	1.6
Religious/spiritual views	2	1.6
Socioeconomic status	2	1.6
English language proficiency/accent	1	0.8
Philosophical views	1	0.8
Military/veteran status	0	0.0
Political views	0	0.0

Table B113. Faculty/Instructional Staff/Staff only: I believe the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon... (Mark all that apply.) (Question 100)

Characteristic	<i>n</i>	%
Do not know	14	11.5
A reason not listed above	24	19.7

Note: Table includes responses only from those Faculty/Instructional Staff or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices in Question 99 (*n* = 122). Percentages may not sum to 100 as a result of multiple response choices.

Table B114. Faculty/Instructional Staff/Staff only: In the past five years, have you observed employment-related discipline or action (or inaction), up to and including dismissal, at NJIT that you perceive to be unjust? (Question 101)

Observed	<i>n</i>	%
No	333	77.4
Yes	97	22.6

Note: Table includes responses only from those respondents who indicated that they were Faculty/Instructional Staff or Staff in Question 1 (*n* = 439).

Table B115. Faculty/Instructional Staff/Staff only: I believe that the unjust employment-related disciplinary actions (or inaction), up to and including dismissal, were based upon... (Mark all that apply.) (Question 102)

Characteristic	<i>n</i>	%
Length of service at NJIT	15	15.5
Position (e.g., staff, faculty, student)	12	12.4
Gender/gender identity	11	11.3
Age	10	10.3
Nepotism/cronyism	10	10.3
Racial identity	8	8.2
Ethnicity	6	6.2
Parental status (i.e., having children)	5	5.2
English language proficiency/accent	4	4.1
Mental health/psychological disability/condition	4	4.1
Philosophical views	4	4.1
Disability status	3	3.1
Educational credentials (e.g., BS, MS, PhD)	3	3.1
Immigrant/citizen status/international status	3	3.1
Participation in an organization/team	3	3.1
National origin	2	2.1
Physical characteristics/sizeism	2	2.1
Sexual identity	2	2.1

Table B115. Faculty/Instructional Staff/Staff only: I believe that the unjust employment-related disciplinary actions (or inaction), up to and including dismissal, were based upon... (Mark all that apply.) (Question 102)

Characteristic	<i>n</i>	%
Socioeconomic status	2	2.1
Gender expression	1	1.0
Major field of study	1	1.0
Marital status (e.g., single, married, partnered)	1	1.0
Pregnancy	1	1.0
Military/veteran status	0	0.0
Political views	0	0.0
Religious/spiritual views	0	0.0
Do not know	22	22.7
A reason not listed above	23	23.7

Note: Table includes responses only from those Faculty/Instructional Staff or Staff respondents who indicated that they observed unjust disciplinary actions in Question 101 (*n* = 97). Percentages may not sum to 100 as a result of multiple response choices.

Table B116. Using a scale of 1–5, please rate the overall campus climate at NJIT on the following dimensions: (Question 104)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	675	36.5	719	38.9	371	20.1	63	3.4	19	1.0	1.93	0.89
Inclusive/Exclusive	589	32.2	702	38.3	410	22.4	96	5.2	34	1.9	2.06	0.96
Improving/Regressing	531	29.2	714	39.3	458	25.2	80	4.4	36	2.0	2.11	0.94
Positive for persons with disabilities/Negative	543	29.7	552	30.2	605	33.1	96	5.3	30	1.6	2.19	0.98
Positive for people who identify as lesbian, gay, bisexual, or queer/Negative	657	36.3	616	34.0	466	25.7	58	3.2	15	0.8	1.98	0.91
Positive for people who identify as transgender and/or gender fluid/nonbinary/Negative	610	33.7	566	31.3	533	29.4	81	4.5	20	1.1	2.08	0.95
Positive for people of various spiritual/religious backgrounds/Negative	718	39.5	620	34.1	403	22.1	58	3.2	21	1.2	1.93	0.92
Positive for People of Color/Negative	772	42.3	618	33.9	330	18.1	70	3.8	33	1.8	1.89	0.95
Positive for men/Negative	945	52.1	520	28.7	296	16.3	31	1.7	23	1.3	1.71	0.89
Positive for women/Negative	589	32.3	539	29.6	449	24.7	190	10.4	54	3.0	2.22	1.10
Positive for nonnative English speakers/Negative	560	30.9	561	30.9	549	30.3	116	6.4	27	1.5	2.17	0.99
Positive for people who are not U.S. citizens/Negative	623	34.5	578	32.0	509	28.2	69	3.8	28	1.5	2.06	0.96
Welcoming/Not welcoming	698	38.1	699	38.2	315	17.2	94	5.1	26	1.4	1.94	0.94
Respectful/Disrespectful	698	38.2	709	38.8	309	16.9	85	4.7	24	1.3	1.92	0.92
Positive for people of high socioeconomic status/Negative	719	39.8	571	31.6	470	26.0	35	1.9	13	0.7	1.92	0.89
Positive for people of low socioeconomic status/Negative	545	30.1	543	30.0	530	29.2	149	8.2	46	2.5	2.23	1.05
Positive for people of various political affiliations/Negative	470	26.1	492	27.3	672	37.3	119	6.6	47	2.6	2.32	1.02

Table B116. Using a scale of 1–5, please rate the overall campus climate at NJIT on the following dimensions: (Question 104)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Positive for people in active military/veteran status/Negative	614	34.2	550	30.6	599	33.4	23	1.3	9	0.5	2.03	0.88
Positive for people with non-terminal degree/Negative	505	28.3	450	25.2	740	41.5	65	3.6	23	1.3	2.24	0.95
Positive for students from perceived more prestigious high schools/Negative	642	35.6	485	26.9	632	35.1	28	1.6	16	0.9	2.05	0.92
Positive for students from perceived less prestigious high schools/Negative	527	29.3	459	25.5	671	37.3	100	5.6	42	2.3	2.26	1.02

Table B117. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: (Question 110)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	777	43.7	604	34.0	295	16.6	83	4.7	18	1.0	1.85	0.93
Not sexist/Sexist	679	38.4	498	28.1	346	19.5	180	10.2	67	3.8	2.13	1.15
Not homophobic (LGBTQI+)/Homophobic	794	45.3	559	31.9	312	17.8	74	4.2	13	0.7	1.83	0.92
Not transphobic/Transphobic	772	44.4	531	30.5	332	19.1	88	5.1	17	1.0	1.88	0.95
Not ageist/Ageist	807	46.2	509	29.1	312	17.9	91	5.2	28	1.6	1.87	0.99
Not classist (socioeconomic status)/Classist	745	42.8	529	30.4	344	19.7	93	5.3	31	1.8	1.93	1.00
Not classist (position: faculty, staff, student)/Classist	744	42.6	460	26.3	336	19.2	137	7.8	71	4.1	2.05	1.14
Not ableist (disability-friendly)/Ableist (not disability-friendly)	794	45.7	523	30.1	318	18.3	78	4.5	26	1.5	1.86	0.97

Table B117. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: (Question 110)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not sizeist/Sizeist	814	46.9	485	28.0	338	19.5	77	4.4	20	1.2	1.85	0.96
Not xenophobic/Xenophobic	842	48.4	547	31.5	302	17.4	38	2.2	10	0.6	1.75	0.86
Not ethnocentric/Ethnocentric	828	47.6	535	30.7	307	17.6	52	3.0	18	1.0	1.79	0.91
Not Islamophobic/Islamophobic	857	49.1	548	31.4	295	16.9	34	1.9	11	0.6	1.74	0.85
Not antisemitic/Antisemitic	860	49.4	545	31.3	288	16.6	35	2.0	12	0.7	1.73	0.86

Table B118. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 105)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by NJIT faculty .	268	19.1	604	43.1	361	25.7	126	9.0	44	3.1
I feel valued by NJIT staff .	278	19.9	583	41.8	372	26.7	113	8.1	49	3.5
I feel valued by NJIT senior administrators (e.g., dean, vice president, provost).	264	18.9	491	35.2	438	31.4	132	9.5	70	5.0
I feel valued by faculty in the classroom.	286	20.5	650	46.7	336	24.1	87	6.2	34	2.4
I feel valued by other students in the classroom.	294	21.1	613	44.1	386	27.7	82	5.9	16	1.2
I feel valued by other students outside of the classroom.	323	23.2	625	44.9	353	25.3	72	5.2	20	1.4
I believe that NJIT climate encourages open discussion of difficult topics.	303	21.8	518	37.2	398	28.6	129	9.3	45	3.2
I have faculty whom I perceive as role models.	294	21.0	466	33.4	426	30.5	161	11.5	50	3.6
I have staff whom I perceive as role models.	244	17.5	416	29.8	497	35.7	180	12.9	57	4.1
I have faculty whom I perceive as advocates.	235	16.9	483	34.7	504	36.2	123	8.8	47	3.4
I have staff whom I perceive as advocates.	223	16.1	453	32.7	537	38.7	120	8.7	53	3.8

Table B118. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 105)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudice my abilities based on their perception of my identity/background.	123	8.9	245	17.7	443	32.0	341	24.6	233	16.8
I feel that my English-speaking skills limit my ability to be successful at NJIT.	95	6.8	122	8.7	261	18.7	311	22.3	607	43.5
I feel that my English-writing skills limit my ability to be successful at NJIT.	96	6.9	142	10.2	276	19.8	323	23.2	556	39.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421).

Table B119. Students only: In the past year, which of the following resources have you consistently used to support you at NJIT? (Mark all that apply.). (Question 106)

Office/resource	Academic support		Non-academic support (e.g., emotional, personal or social well-being)		I have not sought support from this resource.	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Support Center (e.g., tutoring, writing, or learning centers)	562	45.4	45	3.6	630	50.9
Albert Dorman Honors College	191	15.8	76	6.3	941	77.9
Athletics	80	6.7	148	12.4	961	80.8
Career Development Services	314	26.1	89	7.4	801	66.5
Center for Counseling and Psychological Services (C-CAPS)	59	5.0	160	13.5	964	81.5
Dean of Students Office	206	17.1	143	11.8	859	71.1
Department of Public Safety	79	6.8	140	12.1	940	81.1
Diversity and Inclusion	73	6.3	99	8.5	989	85.2
Educational Opportunity Program	210	17.3	86	7.1	921	75.7
Major Department	398	33.1	78	6.5	728	60.5

Table B119. Students only: In the past year, which of the following resources have you consistently used to support you at NJIT? (Mark all that apply.). (Question 106)

Office/resource	Academic support		Non-academic support (e.g., emotional, personal or social well-being)		I have not sought support from this resource.	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Murray Center for Women in Technology	66	5.7	88	7.6	1,011	86.8
New Student Orientation Office	212	17.8	118	9.9	864	72.4
Office of Academic Advising	433	36.4	69	5.8	686	57.7
Office of Accessibility Resources and Services (OARS)	116	9.9	62	5.3	994	84.8
Office of Fraternity and Sorority Life (OFSL)	44	3.8	61	5.2	1,057	91.0
Office of Global Initiatives	109	9.3	65	5.5	1,004	85.2
Office of Graduate Studies	88	7.5	46	3.9	1,032	88.5
Office of Residence Life	105	8.9	176	14.9	900	76.2
Office of <i>Student Life</i>	133	11.3	144	12.3	898	76.4
Student Health Services	92	7.9	164	14.0	915	78.1
Title IX	51	4.4	61	5.3	1,045	90.3
Office/resource not listed	53	4.9	42	3.9	986	91.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421).

Table B120. Faculty/Instructional Staff only: Please indicate the extent to which you agree with each of the following statements. (Question 108)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program/school.	24	21.1	51	44.7	20	17.5	13	11.4	6	5.3
I feel valued by my department/program chair/dean.	38	33.9	36	32.1	15	13.4	11	9.8	12	10.7
I feel valued by other faculty at NJIT.	17	15.0	44	38.9	31	27.4	17	15.0	4	3.5
I feel valued by students I teach or advise.	46	40.7	54	47.8	8	7.1	3	2.7	2	1.8
I feel valued by NJIT senior administrators (e.g., dean, vice presidents, provost, president).	18	16.1	35	31.3	29	25.9	15	13.4	15	13.4
I believe that NJIT climate encourages open discussion of difficult topics.	5	4.4	27	23.7	36	31.6	25	21.9	21	18.4
I feel that NJIT values my research/scholarship.	16	14.4	40	36.0	28	25.2	15	13.5	12	10.8
I feel that NJIT values my teaching.	19	16.8	44	38.9	30	26.5	13	11.5	7	6.2
I feel that NJIT values my service contributions.	18	16.2	29	26.1	38	34.2	17	15.3	9	8.1
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	10	9.0	20	18.0	33	29.7	25	22.5	23	20.7
I think that other colleagues prejudge my abilities based on their perception of my identity/background.	10	9.0	22	19.8	34	30.6	25	22.5	20	18.0
I think that my colleagues prejudge the abilities of other colleagues based on their perception of their identity/background.	11	9.9	27	24.3	32	28.8	23	20.7	18	16.2
I feel that my English-speaking skills limit my ability to be successful at NJIT.	1	0.9	2	1.8	16	14.2	30	26.5	64	56.6
I feel that my English-writing skills limit my ability to be successful at NJIT.	1	0.9	2	1.8	18	16.1	28	25.0	63	56.3

Note: Table includes responses only from those respondents who indicated that they were Faculty/Instructional Staff in Question 1 (*n* = 116).

Table B121. Staff only: Please indicate the extent to which you agree with the following statements. (Question 109)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	123	38.6	144	45.1	34	10.7	13	4.1	5	1.6
I feel valued by coworkers outside my department.	73	23.0	166	52.2	55	17.3	20	6.3	4	1.3
I feel valued by my supervisor/manager.	116	36.7	126	39.9	39	12.3	15	4.7	20	6.3
I feel valued by NJIT students.	81	25.8	131	41.7	95	30.3	5	1.6	2	0.6
I feel valued by NJIT faculty.	46	14.7	107	34.3	112	35.9	30	9.6	17	5.4
I feel valued by NJIT senior administrators (e.g., dean, vice presidents, provost, president).	49	15.7	110	35.3	93	29.8	46	14.7	14	4.5
I think that faculty prejudice my abilities based on their perception of my identity/background.	27	8.7	55	17.7	142	45.7	55	17.7	32	10.3
I believe that NJIT climate encourages open discussion of difficult topics.	33	10.6	99	31.7	91	29.2	70	22.4	19	6.1
I feel that NJIT values my skills.	51	16.2	138	43.8	72	22.9	43	13.7	11	3.5
I feel that NJIT values my work.	56	17.9	138	44.2	64	20.5	42	13.5	12	3.8
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	8	2.6	38	12.2	84	27.0	94	30.2	87	28.0
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	10	3.2	36	11.5	78	24.9	98	31.3	91	29.1
I feel that my English-speaking skills limit my ability to be successful at NJIT.	6	1.9	16	5.1	62	19.7	83	26.4	147	46.8
I feel that my English-writing skills limit my ability to be successful at NJIT.	5	1.6	19	6.1	62	19.8	81	25.9	146	46.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 323).

Table B122. Respondents with disabilities only: As a person who identifies as having a condition/disability that influences your learning, living, or working activities, mark any of the following areas at NJIT where you have experienced a barrier in the past two years? (Mark all that apply.) (Question 111)

Barrier	<i>n</i>	%
Facilities – General		
Elevators	30	14.3
Restrooms	21	10.0
Doors	17	8.1
Temporary construction or maintenance barriers	16	7.6
Walkways, pedestrian paths, crosswalks	16	7.6
Office furniture	12	5.7
Emergency preparedness and response (e.g., fire extinguishers, smoke alarms, alarm pulls)	10	4.8
Phones/phone equipment	4	1.9
Signs	4	1.9
Tables (e.g., dining and recreation areas)	4	1.9
Podiums	3	1.4
Kiosks	2	1.0
Facilities – Specific		
Classroom buildings	31	14.8
Dining facilities	18	8.6
College housing	17	8.1
Laboratories (including computer labs)	16	7.6
Parking decks	15	7.1
Common areas (e.g., break rooms, kitchens)	13	6.2
Offices	10	4.8
Health Facilities	8	3.8
Athletic and recreational	6	2.9
Libraries	5	2.4
Studios	2	1.0
Online Environment		
Electronic databases (e.g., Banner, DegreeWorks)	19	9.0
Email	12	5.7
Forms (e.g., health services)	10	4.8
Surveys	6	2.9
Instructional Technology		
Video and audio (e.g., WebEx)	22	10.5
Moodle/Canvas	13	6.2

Table B122. Respondents with disabilities only: As a person who identifies as having a condition/disability that influences your learning, living, or working activities, mark any of the following areas at NJIT where you have experienced a barrier in the past two years? (Mark all that apply.) (Question 111)

Barrier	<i>n</i>	%
Computer equipment (e.g., screens, mouse, keyboard)	12	5.7
Desks/tables	12	5.7
Speakers	9	4.3
Programs and applications (e.g., Microsoft Office, MatLab)	8	3.8
Whiteboards/blackboards	8	3.8
Laboratory equipment	6	2.9
Clickers	3	1.4
Projectors	3	1.4
Library databases	2	1.0
Support Services		
Office of Accessibility Resources and Services	25	11.9
Learning accommodations	22	10.5
Workplace accommodations	16	7.6
Aide support	5	2.4
Translating and interpreting	4	1.9
Campus Information Materials		
Food menus	17	8.1
Brochures	6	2.9
Forms	5	2.4
Periodicals (e.g., The Vector, newsletters, NJIT magazine)	4	1.9
Other publications	2	1.0

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 69 (*n* = 210).

Table B123. Respondents who identify as transgender/genderqueer/nonbinary only: As a person who identifies as transgender/genderqueer/nonbinary, mark any of the following areas at NJIT where you have experienced a barrier at NJIT in the past two years? (Mark all that apply.) (Question 113)

Barrier	<i>n</i>	%
Facilities		
Restrooms	13	34.2
Changing rooms/locker rooms	5	13.2
Signage	7	18.4
Athletic and recreational facilities	3	7.9
Identity accuracy		
Pronouns	24	63.2
Surveys	10	26.3
Electronic databases (e.g., Banner)	9	23.7
Intake forms (e.g., health facilities)	9	23.7
NJIT ID Card	7	18.4
Email account	5	13.2
Learning technology	5	13.2
Public Affairs	4	10.5

Note: Table includes responses only from those respondents who self-identified as genderqueer/nonbinary or transgender in Question 49 (*n* = 38).

Table B124. Faculty/Instructional Staff only: Please indicate how each initiative listed below influences or would influence the climate at NJIT. (Question 115)

Institutional initiative	Initiative availability at NJIT					How does/would this initiative influence the NJIT climate?						
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tenure clock flexibility	52	49.1	11	10.4	43	40.6	78	83.0	4	4.3	12	12.8
Recognition and rewards for including diversity issues in courses	15	14.0	29	27.1	63	58.9	63	67.7	6	6.5	24	25.8
Diversity, equity, and inclusivity training for faculty	66	62.9	8	7.6	31	29.5	65	67.0	7	7.2	25	25.8
Toolkits for faculty to create an inclusive classroom environment	21	19.4	23	21.3	64	59.3	63	70.0	4	4.4	23	25.6
Supervisory training for faculty	25	22.7	32	29.1	53	48.2	66	68.8	5	5.2	25	26.0
Access to counseling for people who have experienced harassment	64	59.8	9	8.4	34	31.8	80	87.0	1	1.1	11	12.0
Mentorship for new faculty	50	45.9	32	29.4	27	24.8	86	89.6	4	4.2	6	6.3
Clear processes to resolve conflicts	30	28.0	27	25.2	50	46.7	80	87.0	4	4.3	8	8.7
Fair processes to resolve conflicts	26	25.2	28	27.2	49	47.6	81	88.0	6	6.5	5	5.4

Table B124. Faculty/Instructional Staff only: Please indicate how each initiative listed below influences or would influence the climate at NJIT. (Question 115)

Institutional initiative	Initiative availability at NJIT					How does/would this initiative influence the NJIT climate?						
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	41	39.0	20	19.0	44	41.9	63	67.0	13	13.8	18	19.1
Affordable child care	7	6.6	35	33.0	64	60.4	77	83.7	5	5.4	10	10.9
Support/resources for spouse/partner employment	11	10.3	26	24.3	70	65.4	68	74.7	7	7.7	16	17.6

Note: Table includes responses only from those respondents who indicated that they were Faculty/Instructional Staff in Question 1 (*n* = 116).

Table B125. Staff only: Please indicate how each initiative listed below influences or would influence the climate at NJIT. (Question 116)

Institutional initiative	Initiative availability at NJIT					How does/would this initiative influence the NJIT climate?						
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Diversity, equity, and inclusivity training for staff	199	65.5	36	11.8	69	22.7	244	87.8	5	1.8	29	10.4
Access to counseling for people who have experienced harassment	199	64.8	17	5.5	91	29.6	248	91.2	5	1.8	19	7.0

Table B125. Staff only: Please indicate how each initiative listed below influences or would influence the climate at NJIT. (Question 116)

Institutional initiative	Initiative availability at NJIT				How does/would this initiative influence the NJIT climate?							
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Supervisory training for supervisors/managers	146	47.4	55	17.9	107	34.7	243	88.0	8	2.9	25	9.1
Supervisory training for faculty	80	26.3	43	14.1	181	59.5	218	84.5	9	3.5	31	12.0
Mentorship for new staff	94	31.0	101	33.3	108	35.6	232	86.6	12	4.5	24	9.0
Clear processes to resolve conflicts	111	36.5	63	20.7	130	42.8	240	90.9	11	4.2	13	4.9
Fair processes to resolve conflicts	104	35.4	47	16.0	143	48.6	231	89.5	11	4.3	16	6.2
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	129	43.1	43	14.4	127	42.5	227	85.3	15	5.6	24	9.0
Career development opportunities for staff	119	38.8	88	28.7	100	32.6	236	89.7	11	4.2	16	6.1
Affordable child care	32	10.6	88	29.0	183	60.4	211	81.2	14	5.4	35	13.5
Support/resources for spouse/partner employment	42	13.9	70	23.2	190	62.9	189	74.1	11	4.3	55	21.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 323).

Table B126. Students only: Please indicate how each initiative listed below influences or would influence the climate at NJIT. (Question 117)

Institutional initiative	Initiative availability at NJIT				How does/would this initiative influence the NJIT climate?							
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Diversity, equity, and inclusivity training for students	761	62.1	45	3.7	419	34.2	871	79.5	28	2.6	197	18.0
Diversity, equity, and inclusivity training for faculty	581	47.9	30	2.5	601	49.6	854	79.7	24	2.2	193	18.0
Diversity, equity, and inclusivity training for staff	556	46.4	34	2.8	607	50.7	840	79.4	24	2.3	194	18.3
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	578	47.9	109	9.0	520	43.1	881	82.3	32	3.0	157	14.7
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	543	45.3	111	9.3	545	45.5	845	79.5	38	3.6	180	16.9
Opportunities for cross-cultural dialogue among students	567	47.2	81	6.7	553	46.0	858	81.0	25	2.4	176	16.6
Opportunities for cross-cultural dialogue among faculty, staff, and students	487	40.5	77	6.4	638	53.1	850	80.4	20	1.9	187	17.7

Table B126. Students only: Please indicate how each initiative listed below influences or would influence the climate at NJIT. (Question 117)

Institutional initiative	Initiative availability at NJIT					How does/would this initiative influence the NJIT climate?						
	Initiative IS available at NJIT		Initiative IS NOT available at NJIT		I don't know		Positively influence climate		Negatively influence climate		No influence on climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	471	39.6	114	9.6	605	50.8	796	75.5	62	5.9	197	18.7
Diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants)	595	49.7	49	4.1	552	46.2	836	79.3	26	2.5	192	18.2
Effective faculty mentorship of students	584	49.4	107	9.0	492	41.6	880	83.3	25	2.4	151	14.3
Effective academic advising	762	64.0	102	8.6	327	27.5	913	86.4	18	1.7	126	11.9
Affordable child care	228	19.2	88	7.4	873	73.4	772	73.7	17	1.6	259	24.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,421).

New Jersey Institute of Technology

Learning, Living, and Working Climate Assessment

(Administered by Rankin & Associates Consulting, LLC)

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Scott Janz
Office of Accessibility Resources and Services
scott.p.janz@njit.edu

What is the purpose of this survey?

This survey is designed to gather info about the environment for learning, living, and working at NJIT and help us better understand **the prevalent attitudes, behaviors, and practices of administrators, faculty, staff and students concerning access, inclusion, and respect for all individuals and groups**. School leadership will use the results to assess and, where needed, improve policies aimed at creating a diverse, equitable, and inclusive community.

Participation is voluntary. Our hope is that we'll hear from every segment of our community about their experiences.

Your participation is confidential

- Your participation in this survey is both **anonymous** and **confidential**.
- Your survey answers will go directly to a secure off-campus server hosted by and accessible to only the external consultants (Rankin & Associates, LLC). Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will not be collected/stripped when the survey is submitted).
- Any comments that participants provide are separated at submission so that comments are not attributed to any individual demographic characteristics.
- Anonymous quotes from submitted comments may be included in the final report to give "voice" to the quantitative data, but only after ensuring comments don't include identifying information.
- Depending on what you write, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates, LLC will make every effort to de-identify those comments or will remove the comments from the analyses. Individuals will not be identified and only group data will be reported.
- Rankin & Associates, LLC will not report any data for groups of fewer than five individuals to protect confidentiality.
- NJIT's Office of Institutional Effectiveness will also receive this data for analysis purposes and will follow IRB standards. The data will remain anonymous and confidential.

Logistical Notes

- The survey will take most people between 30 and 45 minutes to complete.
- It **must be completed in one sitting** due to the anonymity procedures. If you close your browser, you will lose any responses you previously entered and have to restart the survey. If you use the "back" button to change previous answers, you may have to re-answer questions.
- Please answer the questions as openly and honestly as possible.
- You may skip any question you prefer not to answer. You can choose to withdraw your responses at any time before you submit your answers. Only the first question is required to move forward.
- A glossary is built into the survey in the form of hyperlinks where we think terms may need clarification. Please hover over a word to see the definition.
- Survey respondents may enter their names in a drawing to receive an incentive. This will take you from Rankin & Associates' survey server to an NJIT form and will keep your name separate from your survey responses.

Discomforts and Risks

Some of the questions are personal and might cause discomfort. You may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the following into a new browser to contact a resource:

<https://yourcampus.njit.edu/resources>

Survey Terms and Definitions

Throughout this survey, some terms are hyperlinked to their definitions as used in the survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Stefani Bjorklund, PhD
Rankin & Associates Consulting, LLC
stefani@rankin-consulting.com
814-625-2780

Kadian McIntosh, PhD
Rankin & Associates Consulting, LLC
kadian@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Perry Deess, PhD
Executive Director of Institutional Research and Planning at NJIT
deess@njit.edu

Survey Terms and Definitions

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Antisemitic: A fear, hatred, and hostility toward people who are Jewish that is perpetuated by negative stereotypes resulting in bias, discrimination, and marginalization of Jewish people.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobic: Someone who practices discrimination or prejudice against an bisexual individuals or group(s).

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: The current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional

policies and procedures, which influence the level of respect for individual needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnicity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentric: Evaluating or judging other groups relative to one's own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

FMLA: The Family and Medical Leave Act (FMLA) is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as man or woman.

Genderfluid: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as man or woman.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of woman and man, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: A fear, hatred, and/or hostility toward an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: A fear, hatred, and/or hostility toward homosexual people and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Islamophobic: A fear, hatred, and hostility toward Islam and Muslims that is perpetuated by negative stereotypes resulting in bias, discrimination, and marginalization of Muslim people.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

Position: The status one holds by virtue of her/his role/status within the institution (e.g., undergraduate student, staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Racist: A fear, hatred, and/or hostility toward an individual or group based on their racial identity.

Sexist: A fear, hatred, and/or hostility toward an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Sizeist/sizeism: Prejudice or discrimination on the grounds of a person's size or weight.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: A fear, hatred, and/or hostility toward transgender, transsexual, and other gender nontraditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: A fear, hatred, and/or hostility toward an individual or group of people from other countries.

Directions

Please read and answer each question carefully. For each answer, click on the appropriate response and/or fill in the appropriate text box. If you want to change an answer, click on the circle/square of your new answer and/or edit the appropriate text box, and your previous response will be erased. You may decline to answer specific questions.

You will have the opportunity to enter a drawing for prizes when you exit the survey. You may enter your email on an NJIT website that is in no way linked or identified with the survey information collected on this Rankin & Associates, LLC server. The separation between the survey and drawing websites protects your anonymity.

The survey will take between 30 and 45 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at NJIT?

- Undergraduate Student
 - Started at NJIT
 - Transferred from another institution
- Graduate/Professional Student
 - Masters
 - Doctoral
 - Certificate
- Post-Doctoral Scholar/Fellow (Respondents receive Graduate/Professional Student questions)
- Faculty Tenured/Tenure-Track
 - Assistant Professor
 - Associate Professor
 - Professor
 - Distinguished Professor
- Instructional Staff
 - Adjunct Instructor
 - University Lecturer
 - Senior University Lecturer
 - Research Professor/Research Associate (including Distinguished Research Professor, Research Professor, Research Associate Professor, Research Assistant Prof)
 - Professor of Practice
 - Visiting Professor
- Staff
 - Salary
 - Hourly

2. **Staff and Students Only:** Are you full-time or part-time in that **primary** position?

- Full-time
- Part-time

Part 1: Personal Experiences

When responding to questions 3 - 7, think about your experiences during the past two years at NJIT.

3. Overall, how comfortable are you with the climate at NJIT?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
4. **Faculty only:** Overall, how comfortable are you with the climate in your academic unit (i.e., Department, HCAD or MTSM) at NJIT?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
5. **Staff only:** Overall, how comfortable are you with the climate in your division at NJIT?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
6. **Staff only:** Overall, how comfortable are you with the climate regarding your day-to-day interactions in your work unit?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
7. **Students/Faculty only:** Overall, how comfortable are you with the classroom climate at NJIT?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
8. Have you ever **seriously considered** leaving NJIT?
- No (**Faculty/Staff skip to Q#13; Students skip to Q#14**)
 - Yes
9. **Students only:** When did you seriously consider leaving NJIT? (**Mark all that apply.**)
- During my first year as a student
 - During my second year as a student
 - During my third year as a student
 - During my fourth year as a student
 - During my fifth year as a student
 - After my fifth year as a student

10. **Students only:** Why did you seriously consider leaving NJIT? **(Mark all that apply.)**

- Academic reasons
- Climate not welcoming
- Commute
- Course availability/scheduling
- Decided on a major not available at NJIT
- Did not like the way classes are taught
- Did not like major
- Did not meet the academic criteria for desired major
- Financial reasons
- Homesick
- Institutional response to the global pandemic
- Inadequate living/residence accommodations
- Lack of a sense of belonging
- Lack of social life at NJIT
- Lack of support group
- Lack of support services
- My marital/relationship status
- Personal reasons (e.g., medical, mental health, family emergencies)
- A reason not listed above (Please specify.) _____

11. **Faculty/Staff only:** Why did you seriously consider leaving NJIT? **(Mark all that apply.)**

- Climate not welcoming
- Commute
- Concern about getting tenure
- Cost of living
- Family responsibilities
- Institutional support (e.g., technical support, laboratory space/equipment)
- Increased workload
- Institutional response to the global pandemic
- Interested in, recruited by, or offered a position at another institution/organization
- Lack of benefits
- Lack of institutional resources
- Lack of professional development opportunities
- Lack of sense of belonging
- Limited advancement opportunities
- Local community did not meet my (my family) needs
- Local community climate not welcoming
- Noncompetitive salary/pay rate
- Personal reasons (e.g., medical, mental health, family emergencies)
- Spouse or partner unable to find suitable employment
- Underpaid
- Tension with supervisor/manager
- Tension with coworkers
- A reason not listed above (Please specify.) _____

12. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

13. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at NJIT.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave NJIT before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. **In the past two years**, have you personally experienced (in person or online) any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct that has interfered with your ability to learn, live, or work at NJIT?
- No (**Skip to Q#24**)
 - Yes (**Skip to Q#15**)
15. What do you believe was the basis of the conduct? (**Mark all that apply.**)
- Academic performance
 - Age
 - Disability status
 - Educational credentials (e.g., BS, MS, PhD, MD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status/international status
 - Length of service at NJIT
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Mental health/psychological disability/condition
 - Military/veteran status
 - National origin
 - Parental status (i.e., having children)
 - Participation in an organization/team (Please specify.) _____
 - Perception of high school reputation
 - Philosophical views
 - Physical characteristics/sizeism
 - Political views
 - Position (e.g., staff, faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.) _____
16. In the past two years, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
- 1 instance
 - 2 instances
 - 3 instances
 - 4 instances
 - 5 or more instances

17. How would you describe what happened? **(Mark all that apply.)**

- I experienced a hostile classroom environment.
- I experienced a microaggression (e.g., underhanded praise, surprise at competency level)
- I experienced a hostile work environment
- I felt others staring at me.
- I received a low or unfair performance evaluation
- I received derogatory phone calls/text messages/email.
- I received derogatory written comments.
- I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).
- I received threats of physical violence.
- I was ignored or excluded.
- I was intimidated/bullied.
- I was isolated or left out.
- I was not fairly evaluated in the promotion and tenure process.
- I was silenced/I felt silenced.
- I was singled out as the spokesperson for my identity group.
- I was the target of derogatory verbal remarks.
- I was the target of physical violence.
- I was the target of racial/ethnic profiling.
- I was the target of retaliation for reporting organizational wrongdoing (being a whistleblower).
- I was the target of unwanted sexual contact.
- I was the target of workplace incivility.
- Someone assumed I was admitted/hired/promoted due to my identity group.
- The conduct made me fear I would get a poor grade
- An experience not listed above (Please specify.) _____

18. Where did the conduct occur? **(Mark all that apply.)**

- At an NJIT event/program
- In a class/laboratory
- In an NJIT administrative office
- In an NJIT dining facility
- In an NJIT library
- In a faculty office
- In a meeting with a group of people
- In a meeting with one other person
- In athletic facilities
- In campus housing
 - In an on-campus fraternity house (Greek Village)
 - In an on-campus sorority house (Greek Village)
 - Residence halls (i.e., Cypress, Oak, Laurel, Redwood)
 - Honors Hall
- In off-campus housing [Goto question Q18off]
 - In an off-campus fraternity/sorority house (including privately-owned Greek Village)
 - In University Center
- In other public spaces at NJIT
- In a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom)
- Off campus
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat, Discord, GroupMe, Reddit)
- While walking on campus
- While working at an NJIT job
- A venue not listed above (Please specify.) _____

19. Who/what was the source of the conduct? **(Mark all that apply.)**

- Academic advisor
- Athletic coach/trainer
- Campus police
- Contracted service staff member (e.g., Gourmet Dining, Bookstore, Konica)
- Coworker/colleague
- Department/program chair
- Direct report (i.e., person who reports to me)
- External vendor/contractors (e.g., construction work, delivery services)
- Faculty member/other instructional staff
- Friend
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site
- Staff member
- Stranger
- Student
- Student staff
- Supervisor or manager
- Do not know source
- A source not listed above (Please specify.) _____

20. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

21. What was your response to experiencing this conduct? **(Mark all that apply.)**

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted an NJIT resource [Goto question Q21resource]
 - Athletics
 - C-CAPS
 - Public Safety
 - Employee Assistance Program
 - Faculty member
 - Human Resources
 - Academic Advisor
 - Other Advisor (e.g., Honors, EOP)
 - Murray Center for Women in Technology
 - Diversity and Inclusion
 - Office of Dean of Students
 - Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)
 - Senior administrator (e.g., dean, vice president, provost)
 - Student staff (e.g., resident assistant, student coordinators, building managers, event staff)
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Supervisor/Manager
 - Title IX Coordinator/Clery Act Compliance Officer
 - Union representative
- I did not do anything.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.

- I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu] / DOS/Residence Life Incident Report Form System.
- I told a family member.
- I told a friend.
- A response not listed above (Please specify.) _____

22. Did you officially report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct, but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.

23. We are interested in knowing more about your experiences. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://yourcampus.njit.edu/resources>

24. We also are interested in your personal experiences in the community surrounding campus. If you would like to elaborate on these experiences, please do so here.

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support

<https://yourcampus.njit.edu/resources>

25. **While a member of the NJIT community**, have you experienced unwanted sexual contact/interaction/conduct (including in-person or digital experiences), interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? **(Mark all that apply.)**
- No **[Skip to Q#35]**
 - Yes – relationship violence (e.g., ridiculing, controlling, hitting)
(Skip to Q#26rv)
 - Yes – stalking (e.g., following me, on social media, texting, phone calls)
(Skip to Q#26stlk)
 - Yes – unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment)
(Skip to Q#26si)
 - Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
(Skip to Q26sc)
- 26rv. When did the relationship violence (e.g., ridiculing, controlling, hitting) occur? **(Mark all that apply.)**
- Less than 6 months ago
 - 6 - 12 months ago
 - 13 - 23 months ago
 - 2 - 4 years ago
 - 5 - 10 years ago
 - 11 - 20 years ago
 - More than 20 years ago
- 27rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? **(Mark all that apply.)**
- During my time as an NJIT graduate student
 - Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)
 - Undergraduate first year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
 - Undergraduate second year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
 - Undergraduate third year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
 - Undergraduate fourth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
 - Undergraduate fifth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
 - After my fifth year as an undergraduate

28rv. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Current or former dating/intimate partner
- Family member
- NJIT faculty member
- NJIT manager/supervisor
- NJIT staff member
- Stranger
- NJIT student
- Other role/relationship not listed above

29rv. Where did the relationship violence (e.g., ridiculing, controlling, hitting) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

30rv. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculing, controlling, hitting)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

31rv. How did you feel after experiencing the relationship violence (e.g., ridiculing, controlling, hitting)? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

32rv. What was your response to experiencing this conduct? **(Mark all that apply.)**

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted an NJIT resource
 - Athletics
 - C-CAPS
 - Public Safety
 - Employee Assistance Program
 - Faculty member
 - Human Resources
 - Academic Advisor
 - Other Advisor (e.g., Honors, EOP)
 - Murray Center for Women in Technology
 - Diversity and Inclusion
 - Office of Dean of Students
 - Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)
 - Senior administrator (e.g., dean, vice president, provost)
 - Student staff (e.g., resident assistant, student coordinators, building managers, event staff)
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Supervisor/Manager
 - Title IX Coordinator/Clery Act Compliance Officer
 - Union representative
- I did not do anything.
- I did not know to whom to go.
- I sought information online.

- I sought support from off-campus hotline/advocacy services.
- I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.
- I told a family member.
- I told a friend.
- A response not listed above (Please specify.) _____

33rv. Did you officially report the relationship violence (e.g., ridiculing, controlling, hitting)?

- No, I did not report it.
- Yes, I reported the conduct.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct, but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.

34rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculing, controlling, hitting) to a campus official or staff member. Please explain why you did not.

26stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

27stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- During my time as an NJIT graduate student
- Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)
- Undergraduate first year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate second year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate third year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate fourth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate fifth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- After my fifth year as an undergraduate

28stlk. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Current or former dating/intimate partner
- Family member
- NJIT faculty member
- NJIT manager/supervisor
- NJIT staff member
- Stranger
- NJIT student
- Other role/relationship not listed above

29stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

30stlk. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

31stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)?
(Mark all that apply.)

- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

32stlk. What was your response to experiencing this conduct? **(Mark all that apply.)**

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted an NJIT resource
 - Athletics
 - C-CAPS
 - Public Safety
 - Employee Assistance Program
 - Faculty member
 - Human Resources
 - Academic Advisor
 - Other Advisor (e.g., Honors, EOP)
 - Murray Center for Women in Technology
 - Diversity and Inclusion
 - Office of Dean of Students
 - Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)
 - Senior administrator (e.g., dean, vice president, provost)
 - Student staff (e.g., resident assistant, student coordinators, building managers, event staff)
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Supervisor/Manager
 - Title IX Coordinator/Clery Act Compliance Officer
 - Union representative
- I did not do anything.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.
- I told a family member.
- I told a friend.
- A response not listed above (Please specify.) _____

33stlk. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)?

- No, I did not report it.
- Yes, I reported the conduct.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct, but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.

34stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

26si. When did the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment) occur? **(Mark all that apply.)**

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

27si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment)? **(Mark all that apply.)**

- During my time as an NJIT graduate student
- Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)
- Undergraduate first year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate second year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate third year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate fourth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate fifth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- After my fifth year as an undergraduate

28si. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Current or former dating/intimate partner
- Family member
- NJIT faculty member
- NJIT manager/supervisor
- NJIT staff member
- Stranger
- NJIT student
- Other role/relationship not listed above

29si. Where did the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

30si. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

31si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment)? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

32si. What was your response to experiencing this conduct? **(Mark all that apply.)**

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted an NJIT resource
 - Athletics
 - C-CAPS
 - Public Safety
 - Employee Assistance Program
 - Faculty member
 - Human Resources
 - Academic Advisor
 - Other Advisor (e.g., Honors, EOP)
 - Murray Center for Women in Technology
 - Diversity and Inclusion
 - Office of Dean of Students
 - Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)
 - Senior administrator (e.g., dean, vice president, provost)
 - Student staff (e.g., resident assistant, student coordinators, building managers, event staff)
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Supervisor/Manager
 - Title IX Coordinator/Clery Act Compliance Officer
 - Union representative
- I did not do anything.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.
- I told a family member.
- I told a friend.
- A response not listed above (Please specify.) _____

33si. Did you officially report the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment)?

- No, I did not report it.
- Yes, I reported the conduct.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct, but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.

34si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, obscene images/videos, sexual harassment) to a campus official or staff member. Please explain why you did not.

26sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

27sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- During my time as an NJIT graduate student
- Prior to my first semester (e.g., orientation, NJIT pre-collegiate program)
- Undergraduate first year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate second year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate third year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate fourth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- Undergraduate fifth year
 - Fall semester
 - Winter session
 - Spring semester
 - Summer session
- After my fifth year as an undergraduate

28sc. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Current or former dating/intimate partner
- Family member
- NJIT faculty member
- NJIT manager/supervisor
- NJIT staff member
- Stranger
- NJIT student
- Other role/relationship not listed above

29sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

30sc. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

31sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

32sc. What was your response to experiencing this conduct? **(Mark all that apply.)**

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted an NJIT resource
 - Athletics
 - C-CAPS
 - Public Safety
 - Employee Assistance Program
 - Faculty member
 - Human Resources
 - Academic Advisor
 - Other Advisor (e.g., Honors, EOP)
 - Murray Center for Women in Technology
 - Diversity and Inclusion
 - Office of Dean of Students
 - Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)
 - Senior administrator (e.g., dean, vice president, provost)
 - Student staff (e.g., resident assistant, student coordinators, building managers, event staff)
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Supervisor/Manager
 - Title IX Coordinator/Clery Act Compliance Officer
 - Union representative
- I did not do anything.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu]/DOS/Residence Life Incident Report Form System.
- I told a family member.
- I told a friend.
- A response not listed above (Please specify.) _____

33sc. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No, I did not report it.
- Yes, I reported the conduct.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct, but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.

34sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

35. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of NJIT Title IX Coordinator regarding reporting incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: njit.edu/students or njit.edu/facultystaff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that NJIT standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in NJIT Annual Security Report (i.e., Clery Annual Security Report).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that NJIT sends a Public Safety Alert to the campus community when incidents of unwanted sexual contact/conduct occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://yourcampus.njit.edu/resources>

Part 2: Workplace Climate

36. **Tenured/Tenure-Track Faculty only:** As an NJIT faculty member, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my school/division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty across the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT faculty who qualify for delaying their tenure-clock feel empowered to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT values research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT values teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT values service contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research, scholarship, or creative output to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared governance committees value faculty opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Faculty Senate is an effective advocate for faculty concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators (e.g., dean, vice president, provost) take faculty opinions seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The senior administration abides by shared governance, soliciting input from relevant constituent groups before making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. **Tenured/Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

38. **Instructional Staff only:** As an NJIT employee with a non-tenure-track appointment, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal are applied equally to instructional staff of my rank.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for promotion are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for promotion are applied equally to instructional staff of my rank.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor clearly communicates my job duties/responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my job duties/responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT values research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT values teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT values service contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators (e.g., dean, vice president, provost) take instructional staff opinions seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared governance committees value instructional staff opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional staff interests and concerns are adequately addressed by the Faculty Senate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for instructional staff positions at my rank are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **All Faculty/Instructional Staff:** As an NJIT faculty member or instructional staff member, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT provides me with resources for research, scholarship, and creative output professional development (e.g., conferences, materials, research, travel).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT provides me with resources for teaching professional development (e.g., conferences, materials, course design, travel).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend NJIT as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. **All Faculty/Instructional Staff:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

42. **Staff only:** As an NJIT staff member, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload has increased without additional compensation owing to other staff departures or long-term staff member absence (e.g., unfilled vacancies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am asked to perform work outside of my current job description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An informal hierarchy exists within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

44. **Staff only:** As an NJIT staff member, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
NJIT provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT committees value staff opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT faculty value staff opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJIT senior administrators value staff opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities are communicated to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to advance at NJIT are available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend NJIT as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

46. **Graduate Students only:** As an NJIT graduate student, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of Graduate Studies responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of Graduate Studies clearly communicates policies and procedures for graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of Graduate Studies clearly communicates opportunities for internal and external funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate opportunities exist for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. **Graduate Student only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

48. What was your assigned birth sex?

- Female
- Intersex
- Male

49. What is your current gender/gender identity?

- Genderqueer/nonbinary
- Man
- Transgender
- Woman
- A gender not listed here (Please specify.) _____

50. What is your current gender expression?

- Androgynous
- Feminine
- Genderfluid
- Masculine
- A gender expression not listed here (Please specify.) _____

51. What is your citizenship/immigrant status in the U.S.?

- U.S. citizen, naturalized
- Permanent immigrant status (e.g., lawful legal resident, refugee, asylee, T visa, VAWA)
- Temporary resident – International student
- Temporary resident – Dual intent worker (e.g., H-1B visa holder) or other temporary worker status
- Unprotected status (no protections)
- U.S. citizen, birth
- Other legally documented status

52. Although the categories listed below may not represent your full identity or use the language you prefer or employ the language you use, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**

- Alaska Native/American Indian/Native American/Indigenous (If you wish, please specify your affiliation or enrolled Tribe(s).) _____
- Asian/Asian American (If you wish, please specify.) _____
- Black/African American (If you wish, please specify.) _____
- Hispanic/Latinx/Chicanx (If you wish, please specify.) _____
- Middle Eastern/North African (If you wish, please specify.) _____
- Native Hawaiian (If you wish, please specify.) _____
- Pacific Islander (If you wish, please specify.) _____
- White/European American (If you wish, please specify.) _____
- A racial/ethnic identity not listed here (If you wish, please specify.) _____

53. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 | |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 | |

54. How would you describe your current political views?

- Very conservative
- Conservative
- Moderate
- Liberal
- Very liberal

55. Although the categories listed below may not represent your full identity or use the language you prefer or employ the language you use, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed here (Please specify.) _____

56. Do you have substantial parenting, caregiving, or child care responsibilities?

- No
- Yes **(Mark all that apply.)**
 - Children/child 5 years old or younger
 - Children/child 6 - 18 years old
 - Children/child over 18 years old, but still legally dependent (e.g., in college, disabled)
 - Independent adult children over 18 years old
 - Partner with a disability or illness
 - Senior or other family member
 - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.) _____

57. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family member)? If so, please indicate your primary status.
- I have never served in the U.S. Armed Forces.
 - I am currently on active duty.
 - I am currently a member of the National Guard (but not in ROTC).
 - I am currently a member of the Reserves (but not in ROTC).
 - I am not currently serving, but have served (i.e., retired, veteran).
 - I am in ROTC.
 - I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

58. What is the highest level of education achieved by your parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

Parent/Guardian 2:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

59. **Faculty/Staff only:** What is **your** highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA, MLS)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

60. **Faculty/Staff only:** How long have you been employed at NJIT?

- Less than 1 year
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 - 30 years
- 31 - 40 years
- More than 40 years

61. **Undergraduate Students only:** How many years have you attended NJIT?

- Less than one year
- One year
- Two years
- Three years
- Four years
- Five years
- Six or more years

62. **Graduate Students only:** Where are you in your graduate studies program at NJIT?

- Certificate student
- Master's degree student
 - First year
 - Second year
 - Third year
 - Fourth year or more
- Doctoral degree student
 - First year
 - Second year
 - Third year
 - Fourth year
 - Fifth year
 - Sixth year
 - Seventh year or more

63. **Faculty/Instructional Staff only:** In which academic division is your **primary appointment** at this time?

- College of Science and Liberal Arts
 - Department of Biological Sciences
 - Department of Chemistry and Environmental Sciences
 - Department of History
 - Humanities and Social Sciences Department
 - Department of Mathematical Sciences
 - Department of Physics
- Hillier College of Architecture and Design
- Martin Tuchman School of Management
- Newark College of Engineering
 - Department of Biomedical Engineering
 - Department of Chemical and Materials Engineering
 - Department of Civil and Environmental Engineering
 - Department of Electrical and Computer Engineering
 - Department of Mechanical and Industrial Engineering
 - School of Applied and Engineering Technology
- Ying Wu College of Computing
 - Department of Computer Science
 - Department of Informatics

64. **Faculty/Instructional Staff only:** Are you an Albert Dorman faculty fellow?

- No
- Yes

65. **Staff only:** With which academic division/work unit are you **primarily affiliated** at this time? (Copy and paste this link into a new browser to view NJIT organization chart. https://www.njit.edu/sites/njit.edu.oie/files/njit_orgchart.pdf)
- Academic Affairs and Student Services (Dr. Basil Baltzis)
 - Albert Dorman Honors College (Dr. Louis Hamilton)
 - Athletics (Lenny Kaplan)
 - College of Science and Liberal Arts (Dr. Kevin Belfield)
 - Dean of Students and Campus Life (Dr. Marybeth Boger)
 - Development & Alumni Relations (Dr. Kenneth Alexo Jr.)
 - Finance (Catherine Brennan)
 - Graduate Studies (Dr. Sotirios G. Ziavras)
 - Hillier College of Architecture and Design (Dr. Branko Kolarevic)
 - Human Resources (Dale McLeod)
 - Information Services and Technology (Kamalika Sandell)
 - Library (Ann Hoang)
 - Martin Tuchman School of Management (Dr. Oya Tukul)
 - Newark College of Engineering (Dr. Moshe Kam)
 - Office of General Counsel (Holly Stern)
 - Office of the President (Dr. Joel Bloom)
 - Office of the Provost and Academic Affairs (Dr. Fadi Deek)
 - Research (Dr. Atam Dhawan)
 - Strategic Communications (Dr. Matthew Golden)
 - Technology and Business Development (Dr. Donald Sebastian)
 - Real Estate Development and Capital Operations (Andrew Christ)
 - Undergraduate Studies (Dr. Laurent Simon)
 - Ying Wu College of Computing (Dr. Craig Gotsman)
66. **Undergraduate Students only:** In which department/school is your **primary** major degree program housed?
- Department of Biological Sciences
 - Department of Chemistry and Environmental Sciences
 - Department of History
 - Humanities and Social Sciences Department
 - Department of Mathematical Sciences
 - Department of Physics
 - Department of Biomedical Engineering
 - Department of Chemical and Materials Engineering
 - Department of Civil and Environmental Engineering
 - Department of Electrical and Computer Engineering
 - Department of Mechanical and Industrial Engineering
 - School of Applied and Engineering Technology
 - School of Architecture
 - School of Art and Design
 - Martin Tuchman School of Management
 - Department of Computer Science
 - Department of Informatics
 - Undecided
67. **Students only:** Are you currently an Albert Dorman Honors College student?
- No
 - Yes

68. **Graduate/Professional Students only:** In which department/school is your degree program housed? **(Mark all that apply.)**
- Department of Biological Sciences
 - Department of Chemistry and Environmental Sciences
 - Department of History
 - Humanities and Social Sciences Department
 - Department of Mathematical Sciences
 - Department of Physics
 - Department of Biomedical Engineering
 - Department of Chemical and Materials Engineering
 - Department of Civil and Environmental Engineering
 - Department of Electrical and Computer Engineering
 - Department of Mechanical and Industrial Engineering
 - School of Applied and Engineering Technology
 - School of Architecture
 - School of Art and Design
 - Martin Tuchman School of Management
 - Department of Computer Science
 - Department of Informatics
 - Department of Data Sciences
69. Do you have a condition/disability that influences your learning, living, or working activities?
- No **(Skip to Q74)**
 - Yes
70. Which, if any, of the conditions listed below influence your learning, living, or working activities? **(Mark all that apply.)**
- Acquired/traumatic brain injury
 - Asperger's/autism spectrum
 - Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
 - Hard of hearing or deaf
 - Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)
 - Low vision or blind
 - Mental health/psychological condition (e.g., anxiety, depression)
 - Physical/mobility condition that affects walking
 - Physical/mobility condition that does not affect walking
 - Speech/communication condition
 - A disability/condition not listed here (Please specify.) _____
71. **Students only:** Are you registered with the Office of Accessibility Services (OARS)?
- No **(Skip to Q#74)**
 - Yes
72. **Students only:** Are you receiving required accommodations for your disability/condition?
- No
 - Yes
73. **Faculty/Staff:** Are you receiving required accommodations for a disability/condition that affects your ability to complete your essential job functions?
- No
 - Yes
74. Please select the option that most closely describes your native language.
- English is my native language.
 - English is not my native language. (Please specify your native language.) _____
 - I learned English along with other language(s). (Please specify which language(s).) _____

75. What is your religious or spiritual identity? **(Mark all that apply.)**

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Assembly of God
 - Baptist
 - Catholic/Roman Catholic
 - Church of Christ
 - Church of God in Christ
 - Christian Methodist Episcopal
 - Christian Orthodox
 - Christian Reformed Church (CRC)
 - Episcopalian
 - Evangelical
 - Greek Orthodox
 - Jehovah's Witness
 - Lutheran
 - Mennonite
 - Moravian
 - Nondenominational Christian
 - Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
 - Pentecostal
 - Presbyterian
 - Protestant
 - Protestant Reformed Church (PR)
 - Quaker
 - Reformed Church of America (RCA)
 - Russian Orthodox
 - Seventh Day Adventist
 - The Church of Jesus Christ of Latter-day Saints
 - United Methodist
 - United Church of Christ
 - A Christian affiliation not listed here (Please specify.) _____
- Confucianist
- Druid
- Hindu
- Jain
- Jewish
 - Conservative
 - Orthodox
 - Reconstructionist
 - Reform
 - A Jewish affiliation not listed here (Please specify.) _____
- Muslim
 - Ahmadi
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim affiliation not listed here (Please specify.) _____
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo

- Unitarian Universalist
- Wiccan
- Spiritual but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.) _____

76. **Students only:** Do you receive financial support from a family member or guardian to assist with your \ living/educational expenses?

- Yes
- No

77. **Students only:** What is your *best estimate* of your family/guardian's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$19,999 and below
- \$20,000 - \$29,999
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$499,999
- \$500,000 or more

78. **Students only:** Where do you live?

- Campus housing
 - 7 Greek Way
 - 9 Greek Way
 - 11 Greek Way
 - 13 Greek Way
 - 15 Greek Way
 - 17 Greek Way
 - 19 Greek Way
 - 23 Greek Way
 - Cypress Hall
 - Honors Hall
 - Laurel Hall
 - Oak Hall
 - Redwood Hall
- Non-campus housing
 - 5 Greek Way
 - 21 Greek Way
 - Independently in an apartment/house
 - Living with family member/guardian
 - Moved to another residence temporarily due to COVID-19 pandemic
 - Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)

79. **Students only:** As a student at NJIT, have you been a member of or participated in any of the following student clubs or organizations? **(Mark all that apply.)**
- I do not participate in any clubs or organizations at NJIT
 - Athletics (e.g., Archery Club, Cheerleaders, Ultimate Frisbee)
 - Competitive Non-Sports Team (e.g., NJIT Esports, Highlander Chess Club, Robotics)
 - Civic Engagement/Advocacy (e.g., Amnesty International, Circle K, Highlanderthon)
 - Councils and Committees (e.g., Student Senate, Student Activities Council, Senior Class)
 - Cultural and Spiritual (e.g., Black Student Association, Intervarsity Christian Fellowship, Muslim Student Association)
 - Departmental (e.g., Actuarial Society, Biology Society, Society of Physics Students)
 - Honor Societies (e.g., Order of Omega, Omega Chi Epsilon, Omicron Delta Kappa)
 - Performing Arts and Media (e.g., Gigabeats, Ehsaas Dance Team, Vector)
 - Professional/Academic (e.g., American Chemical Society, Institute of Electrical and Electronics Engineers, Society of Women Engineers)
 - Professional and Service Fraternities (e.g., Alpha Kappa Psi, Alpha Phi Omega, Theta Tau)
 - Social Fraternities and Sororities (e.g., Delta Phi Epsilon, Lambda Tau Omega, Pi Kappa Phi)
 - Special Interest (e.g., Art Club, NJIT Filmmaking, Maker Club)
 - Graduate Student Organizations (e.g., Graduate Student Organization, Graduate Biomedical Engineering Society, Sanskar)
 - A student organization not listed above (Please specify.) _____
80. **Students only:** At the end of your last semester, what was your cumulative grade point average?
- No GPA at this time – first semester at NJIT
 - 3.75 - 4.00
 - 3.50 - 3.74
 - 3.25 - 3.49
 - 3.00 - 3.24
 - 2.75 - 2.99
 - 2.50 - 2.74
 - 2.25 - 2.49
 - 2.00 - 2.24
 - Below 2.00
81. **Students only:** Have you experienced financial hardship while attending NJIT?
- No
 - Yes **(Mark all that apply.)**
 - Alternative spring breaks
 - Books/course materials
 - Child care
 - Cocurricular events or activities
 - Commuting to campus
 - Food
 - Health care
 - Housing
 - Other campus fees
 - Participation in social events
 - Studying abroad
 - Technology resources (e.g., internet access, computer hardware, computer software)
 - Travel during mandatory evacuation
 - Travel to and from NJIT (e.g., returning home during break)
 - Tuition
 - Unpaid internships/research opportunities
 - A financial hardship not listed here (Please specify.) _____

82. **Students only:** How are you currently paying for your education at NJIT? **(Mark all that apply.)**
- Campus employment
 - Credit card
 - Employer tuition reimbursement/assistance
 - Family contribution
 - Graduate assistantship/research assistantship
 - Grant (e.g., Pell)
 - Fellowship
 - Home country contribution
 - Loans
 - Military educational benefits (e.g., GI Bill, NGEAP)
 - Need-based scholarship (e.g., Gates)
 - Non-need-based scholarship (e.g., athletic, merit, ROTC)
 - Personal contribution/job
 - Resident assistant
 - NJ Tuition Benefits for Unemployed Persons
 - A method of payment not listed here (Please specify.) _____
83. **Students only:** Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
- No
 - Yes, I work **on campus** – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week
 - Yes, I work **off campus** – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week
84. How many minutes do you commute to NJIT one-way? **(Mark all that apply.)**
- 10 or fewer
 - 11-20
 - 21-30
 - 31-40
 - 41-50
 - 51-60
 - 60 or more
85. What is your primary method of transportation to NJIT?
- Bicycle, skateboard, scooter, etc.
 - Carpool
 - Personal vehicle
 - Public transportation
 - Ride-sharing services (e.g., Lyft, Uber)
 - Walk

Part 4: Perceptions of Campus Climate

86. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at NJIT?
- No (**Students skip to Q#104; Faculty/Staff skip to Q#97**)
 - Yes
87. Who/what was the **target** of the conduct? (**Mark all that apply.**)
- Academic advisor
 - Athletic coach/trainer
 - Campus police
 - Contracted service staff member (e.g., Gourmet Dining, Bookstore, Konica)
 - Coworker/colleague
 - Department/program chair
 - Direct report (i.e., person who reports to me)
 - External vendor/contractors (e.g., construction work, delivery services)
 - Faculty member/other instructional staff
 - Friend
 - Senior administrator (e.g., dean, vice president, provost)
 - Social networking site
 - Staff member
 - Stranger
 - Student
 - Student staff
 - Supervisor or manager
 - Do not know target
 - A target not listed above (Please specify.) _____
88. Who/what was the **source** of the conduct? (**Mark all that apply.**)
- Academic advisor
 - Athletic coach/trainer
 - Campus police
 - Contracted service staff member (e.g., Gourmet Dining, Bookstore, Konica)
 - Coworker/colleague
 - Department/program chair
 - Direct report (i.e., person who reports to me)
 - External vendor/contractors (e.g., construction work, delivery services)
 - Faculty member/other instructional staff
 - Friend
 - Senior administrator (e.g., dean, vice president, provost)
 - Social networking site
 - Staff member
 - Stranger
 - Student
 - Student staff
 - Supervisor or manager
 - Do not know source
 - A source not listed above (Please specify.) _____
89. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
- 1 instance
 - 2 instances
 - 3 instances
 - 4 instances
 - 5 or more instances

90. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**

- Academic performance
- Age
- Disability status
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status/international status
- Length of service at NJIT
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Military/veteran status
- National origin
- Parental status (i.e., having children)
- Participation in an organization/team (Please specify.) _____
- Perception of high school reputation
- Philosophical views
- Physical characteristics/sizeism
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

91. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Derogatory phone calls/text messages/email
- Derogatory verbal remarks
- Derogatory written comments
- Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- Person experienced a hostile classroom environment
- Person experienced a hostile work environment
- Person experienced a microaggression (e.g., underhanded praise, surprise at competency level)
- Person ignored or excluded
- Person intimidated/bullied
- Person isolated or left out
- Person received a low or unfair performance evaluation
- Person received a poor grade
- Person was silenced
- Person was stared at
- Person was the target of physical violence
- Person was the target of unwanted sexual contact.
- Person was the target of workplace incivility
- Person was a target of retaliation for reporting organizational wrongdoing (being a whistleblower).
- Person was unfairly evaluated in the promotion and tenure process
- Racial/ethnic profiling
- Person was singled out as the spokesperson for their identity group
- Threats of physical violence
- Observation not listed above (Please specify.) _____

92. Where did this conduct occur? **(Mark all that apply.)**

- At an NJIT event/program
- In a class/laboratory
- In an NJIT administrative office
- In an NJIT dining facility
- In an NJIT library
- In a faculty office
- In a meeting with a group of people
- In a meeting with one other person
- In athletic facilities
- In campus housing
 - In an on-campus fraternity house (Greek Village)
 - In an on-campus sorority house (Greek Village)
 - Residence halls (i.e., Cypress, Oak, Laurel, Redwood)
 - Honors Hall
- In Off-campus housing
 - In an off-campus fraternity/sorority house (including privately-owned Greek Village)
 - In University Center
- In other public spaces at NJIT
- In a virtual environment (e.g., Webex, Google Meets, MS Teams, Zoom)
- Off campus
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat, Discord, GroupMe, Reddit)
- While walking on campus
- While working at an NJIT job
- A location not listed above (Please specify.) _____

93. How did you feel after observing the conduct? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

94. What was your response to observing this conduct? **(Mark all that apply.)**

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted an NJIT resource
 - Athletics
 - C-CAPS
 - Public Safety
 - Employee Assistance Program
 - Faculty member
 - Human Resources
 - Academic Advisor
 - Other Advisor (e.g., Honors, EOP)
 - Murray Center for Women in Technology
 - Diversity and Inclusion
 - Office of Dean of Students
 - Other Professional Staff (e.g., Residence Life, Student Life, Diversity and Inclusion, Library, Campus Center Operations)
 - Senior administrator (e.g., dean, vice president, provost)
 - Student staff (e.g., resident assistant, student coordinators, building managers, event staff)
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Supervisor/Manager
 - Title IX Coordinator/Clery Act Compliance Officer
 - Union representative
- I did not do anything.

- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I submitted a bias incident report or a report through the Ethics and Compliance Office [ethics@njit.edu] / DOS/Residence Life Incident Report Form System.
- I told a family member.
- I told a friend.
- A response not listed above (Please specify.) _____

95. Did you officially report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct, but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.

96. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.

97. **Faculty/Staff only:** In the past five years, have you observed **hiring** practices at NJIT (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
- No (**Skip to Q#99**)
 - Yes
98. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon... (**Mark all that apply.**)
- Age
 - Disability status
 - Educational credentials (e.g., BS, MS, PhD, MD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status/international status
 - Internal candidates not given equal consideration
 - Length of service at NJIT
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Mental health/psychological disability/condition
 - Military/veteran status
 - National origin
 - Nepotism/cronyism
 - Parental status (i.e., having children)
 - Participation in an organization/team (Please specify.) _____
 - Philosophical views
 - Physical characteristics/sizeism
 - Political views
 - Position (e.g., staff, faculty, student)
 - Preference for an internal candidate
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.) _____
99. **Faculty/Staff only:** In the past five years, have you observed **promotion, tenure, reappointment, and/or reclassification** practices at NJIT that you perceive to be unjust?
- No (**Skip to Q#101**)
 - Yes
100. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon... (**Mark all that apply.**)
- Age
 - Disability status
 - Educational credentials (e.g., BS, MS, PhD, MD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status/international status
 - Length of service at NJIT
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Mental health/psychological disability/condition
 - Military/veteran status
 - National origin
 - Nepotism/cronyism
 - Parental status (i.e., having children)
 - Participation in an organization/team (Please specify.) _____

- Philosophical views
- Physical characteristics/sizeism
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

101. **Faculty/Staff only:** In the past five years, have you observed **employment-related discipline or action (or inaction), up to and including dismissal**, at NJIT that you perceive to be unjust?

- No (Skip to Q#103]
- Yes

102. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions (or inaction) up to and including dismissal**, were based upon **(Mark all that apply.)**

- Age
- Disability status
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status/international status
- Length of service at NJIT
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Military/veteran status
- National origin
- Nepotism/cronyism
- Parental status (i.e., having children)
- Participation in an organization/team (Please specify.) _____
- Philosophical views
- Physical characteristics/sizeism
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

103. **Faculty/Staff only:** We are interested in knowing more about your observations of unjust behavior, procedures, or employment practices related to hiring, promotion/tenure, reappointment/reclassification, or employment-related disciplinary actions, up to and including dismissal. If you wish to elaborate on any of these observations, please do so here.

104. Using a scale of 1–5, please rate the overall campus climate at NJIT on the following dimensions:
 (Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	Hostile				
Inclusive	<input type="radio"/>	Exclusive				
Improving	<input type="radio"/>	Regressing				
Positive for persons with disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive for people who identify as lesbian, gay, bisexual, or queer	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, or queer				
Positive for people who identify as transgender and/or gender fluid/nonbinary	<input type="radio"/>	Negative for people who identify as transgender and/or gender fluid/nonbinary				
Positive for people of various religious/spiritual backgrounds	<input type="radio"/>	Negative for people of various religious/spiritual backgrounds				
Positive for People of Color	<input type="radio"/>	Negative for People of Color				
Positive for men	<input type="radio"/>	Negative for men				
Positive for women	<input type="radio"/>	Negative for women				
Positive for nonnative English speakers	<input type="radio"/>	Negative for nonnative English speakers				
Positive for people who are not U.S. citizens	<input type="radio"/>	Negative for people who are not U.S. citizens				
Welcoming	<input type="radio"/>	Not welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people of high socioeconomic status	<input type="radio"/>	Negative for people of high socioeconomic status				
Positive for people of low socioeconomic status	<input type="radio"/>	Negative for people of low socioeconomic status				
Positive for people of various political affiliations	<input type="radio"/>	Negative for people of various political affiliations				
Positive for people in active military/veterans status	<input type="radio"/>	Negative for people in active military/veterans status				
Positive for people with non-terminal degree	<input type="radio"/>	Negative for people with non-terminal degrees				
Positive for students from perceived more prestigious high schools	<input type="radio"/>	Negative for students from perceived more prestigious high schools				
Positive for students from perceived less prestigious high schools	<input type="radio"/>	Negative for students from perceived less prestigious high schools				

105. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by NJIT faculty .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by NJIT staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by NJIT senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that NJIT climate encourages open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as advocates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as advocates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English speaking skills limit my ability to be successful at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English writing skills limit my ability to be successful at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. **Students only:** In the past year, which of the following resources have you **consistently** used to support you at NJIT? **(Mark all that apply.)**

Office/Resource	Academic Support	Non-Academic Support (e.g., emotional, personal or social wellbeing)	I have not sought support from this resource
Academic Support Center (e.g., tutoring, writing, or learning centers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Albert Dorman Honors College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Development Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Center for Counseling and Psychological Services (C-CAPS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean of Students Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department of Public Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity and Inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Opportunity Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Murray Center for Women in Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Student Orientation Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Academic Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Accessibility and Resources and Services (OARS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Fraternity and Sorority Life (OFSL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Global Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Graduate Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Residence Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Dean of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Title IX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office/resource not listed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

107. In what spaces on campus do you feel safe and supported? Please feel free to elaborate on your response.

108. **Faculty/Instructional Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program/school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program Chair/Dean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students I teach or advise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by NJIT senior administrators (e.g., dean, vice presidents, provost, president).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that NJIT climate encourages open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that NJIT values my research/scholarship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that NJIT values my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that NJIT values my service contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that other colleagues prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my colleagues prejudice the abilities of other colleagues based on their perception of their identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English-speaking skills limit my ability to be successful at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English writing skills limit my ability to be successful at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

109. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by coworkers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by NJIT students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by NJIT faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by NJIT senior administrators (e.g., dean, vice presidents, provost president).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that NJIT climate encourages open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that NJIT values my skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that NJIT values my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English-speaking skills limit my ability to be successful at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English writing skills limit my ability to be successful at NJIT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

110. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism, 4=regularly encounter racism, and 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	Racist				
Not sexist	<input type="radio"/>	Sexist				
Not homophobic (LGBTQI+)/	<input type="radio"/>	Homophobic (anti-LGBTQI+)				
Not biphobic	<input type="radio"/>	Biphobic				
Not transphobic	<input type="radio"/>	Transphobic				
Not ageist	<input type="radio"/>	Ageist				
Not classist (socioeconomic status)	<input type="radio"/>	Classist (socioeconomic status)				
Not classist (position: faculty, staff, student)	<input type="radio"/>	Classist (position: faculty, staff, student)				
Not ableist (disability-friendly)	<input type="radio"/>	Ableist (not disability-friendly)				
Not sizist						Sizeist
Not xenophobic	<input type="radio"/>	Xenophobic				
Not ethnocentric	<input type="radio"/>	Ethnocentric				
Not Islamophobic	<input type="radio"/>	Islamophobic				
Not antisemitic/	<input type="radio"/>	Antisemitic				

111. **Respondents with disabilities only:** As a person who identifies as having a condition/disability that influences your learning, living, or working activities, mark any of the following areas at NJIT where you have experienced a barrier in the past two years? **(Mark all that apply).**

Facilities - General

- Doors
- Elevators
- Emergency preparedness and response (e.g., fire extinguishers, smoke alarms, alarm pulls)
- Kiosks
- Office furniture
- Phones/phone equipment
- Podiums
- Restrooms
- Signs
- Tables (e.g., dining and recreation areas)
- Temporary construction or maintenance barriers
- Walkways, pedestrian paths, crosswalks

Facilities - Specific

- Athletic and recreational
- Laboratories (including computer labs)
- Classroom buildings
- College housing
- Common areas (e.g., break rooms, kitchens)
- Dining facilities
- Health Facilities
- Libraries
- Offices
- Parking decks
- Studios

Online Environment

- Electronic databases (e.g., Banner, DegreeWorks)
- Email
- Forms (e.g., health services)
- Surveys

Instructional Technology

- Clickers
- Computer equipment (e.g., screens, mouse, keyboard)
- Desks/tables
- Laboratory equipment
- Library databases
- Moodle/Canvas
- Programs and applications (e.g., Microsoft Office, MatLab)
- Projectors

- Speakers
- Video and audio (e.g., WebEx)
- Whiteboards/blackboards

Support Services

- Aide support
- Translating and interpreting
- Learning accommodations
- Workplace accommodations
- Office of Accessibility Resources and Services

Campus Information Materials

- Brochures
- Food menus
- Forms
- Other publications
- Periodicals (e.g., The Vector, newsletters, NJIT magazine)

112. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

113. **(Respondents who identify as transgender/genderqueer/nonbinary only)** As a person who identifies transgender/genderqueer/nonbinary, mark any of the following areas at NJIT where you have experienced a barrier at NJIT in the past two years? **(Mark all that apply).**

Facilities

- Athletic and recreational facilities
- Changing rooms/locker rooms
- Restrooms
- Signage

Identity Accuracy

- NJIT ID Card
- Electronic databases (e.g., Banner)
- Email account
- Intake forms (e.g., health facilities)
- Learning technology
- Pronouns
- Public Affairs
- Surveys

114. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

115. **Faculty only:** Please indicate how each initiative listed below influences or would influence the climate at NJIT (**Please mark two boxes per row.**).

	Initiative Availability at NJIT			How Does/Would This Initiative Influence the NJIT climate?		
	Initiative IS available	Initiative IS NOT available	Don't know	Positively influence climate	Negatively influence climate	No influence on climate
Tenure clock flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition and rewards for including diversity issues in courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, equity, and inclusivity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toolkits for faculty to create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear processes to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair processes to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

116. **Staff only:** Please indicate how each initiative listed below influences or would influence the climate at NJIT (**Please mark two boxes per row.**).

	Initiative Availability at NJIT			How Does/Would This Initiative Influence the NJIT climate?		
	Initiative IS available	Initiative IS NOT available	Don't know	Positively influence climate	Negatively influence climate	No influence on climate
Diversity, equity, and inclusivity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory training for supervisors/managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear processes to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair processes to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

117. **Students only:** Please indicate how each initiative listed below influences or would influence the climate at NJIT (**Please mark two boxes per row.**).

	Initiative Availability at NJIT			How Does/Would This Initiative Influence the NJIT climate?		
	Initiative IS available	Initiative IS NOT available	Don't know	Positively influence climate	Negatively influence climate	No influence on climate
Diversity, equity, and inclusivity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, equity, and inclusivity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, equity, and inclusivity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for cross-cultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for cross-cultural dialogue among faculty, staff, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective faculty mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

118. We are interested in knowing if you have specific recommendations for improving the campus climate at NJIT. If you have specific recommendations, please elaborate on them here.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank students/fellows at NJIT for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To be eligible to win a survey award, select the link below to go to a different website outside of the survey website/server. After the new page loads, enter your email address there.

Please submit only one entry per person; duplicate entries will be discarded.

Weekly random drawings will be held for the following survey awards sponsored by NJIT Student Senate, the Graduate Student Association, and the Office of the Dean of Students and Campus Life:

- (40) \$25 UberEats gift cards
- (40) \$25 DoorDash gift cards
- (2) Electric Scooters
- (2) Pair of tickets to Hershey Park
- (1) Nintendo Switch
- (1) Oculus Quest

Undergraduate, Graduate, and Post-Doctoral Scholars/Fellows/Professional Students

By clicking on a link below, you will be taken to a separate website/server for the purpose of providing your email for the drawings. In providing your email on the separate website, you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

Winners will be announced weekly.

<https://yourcampus.njit.edu/drawing>

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://yourcampus.njit.edu/resources>